

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Centers for International Business Education**

**CFDA # 84.220A**

**PR/Award # P220A180009**

**Grants.gov Tracking#: GRANT12650013**

OMB No. , Expiration Date:

Closing Date: Jun 13, 2018

PR/Award # P220A180009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/12/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

### State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

University of South Carolina

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

57-6001153

\* c. Organizational DUNS:

0413878460000

### d. Address:

\* Street1:

Sponsored Awards Management

Street2:

1600 Hampton Street, Suite 414

\* City:

Columbia

County/Parish:

Richland

\* State:

SC: South Carolina

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

29208-0001

### e. Organizational Unit:

Department Name:

Sonoco International Business

Division Name:

Moore School of Business

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Debra

Middle Name:

J.

\* Last Name:

Wingard

Suffix:

Title:

Senior Sponsored Program Administrator

Organizational Affiliation:

USC Sponsored Awards Management

\* Telephone Number:

803-777-4857

Fax Number:

803-777-4136

\* Email:

dwingard@mailbox.sc.edu

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

### \* 12. Funding Opportunity Number:

ED-GRANTS-051418-001

\* Title:

Office of Postsecondary Education (OPE): Centers for International Business Education Program CFDA Number 84.220A

### 13. Competition Identification Number:

84-220A2018-1

Title:

Centers for International Business Education 84.220A

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

1235-AffectedAreas.pdf

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Center for International Business Education, University of South Carolina, 2018-2022

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**

\* a. Applicant SC-006

\* b. Program/Project SC-006

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date: 10/01/2018

\* b. End Date: 09/30/2022

**18. Estimated Funding (\$):**

|                     |            |
|---------------------|------------|
| * a. Federal        | 322,380.00 |
| * b. Applicant      | 322,380.00 |
| * c. State          | 0.00       |
| * d. Local          | 0.00       |
| * e. Other          | 0.00       |
| * f. Program Income | 0.00       |
| * g. TOTAL          | 644,760.00 |

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name: Debra

Middle Name: J.

\* Last Name: Wingard

Suffix:

\* Title: Senior Sponsored Program Administrator

\* Telephone Number: 803-777-4857

Fax Number: 803-777-4136

\* Email: dwingard@mailbox.sc.edu

\* Signature of Authorized Representative: Debra J Wingard

\* Date Signed: 06/12/2018

## **14. Areas Affected by Project**

### **South Carolina**

Cities: Columbia, Greenville, Charleston, Irmo, Lexington, and Spartanburg

### **Southeastern US:**

States: South Carolina, Georgia, Florida, North Carolina, Virginia and Tennessee

### **United States (other states):**

California, Connecticut, Maryland, Utah, Indiana, Texas, Pennsylvania, Ohio, Michigan, Washington and Colorado

### **North America:**

United States, Mexico and Canada

### **Continents of the World:**

North America, South America, Europe, Asia, Africa, and Oceania

### **Specific Regions of the World:**

Sub-Saharan Africa, Middle East and North Africa, Southeast Asia, Pacific Rim, Central America, Western Europe and Scandinavia

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

University of South Carolina

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories                    | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total<br>(f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 2. Fringe Benefits                   | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 3. Travel                            | 113,000.00            | 118,500.00            | 120,000.00            | 116,500.00            |                       | 468,000.00   |
| 4. Equipment                         | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 5. Supplies                          | 6,500.00              | 6,700.00              | 5,000.00              | 6,700.00              |                       | 24,900.00    |
| 6. Contractual                       | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 7. Construction                      | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 8. Other                             | 179,000.00            | 173,500.00            | 173,500.00            | 175,500.00            |                       | 701,500.00   |
| 9. Total Direct Costs<br>(lines 1-8) | 298,500.00            | 298,700.00            | 298,500.00            | 298,700.00            |                       | 1,194,400.00 |
| 10. Indirect Costs*                  | 23,880.00             | 23,896.00             | 23,880.00             | 23,896.00             |                       | 95,552.00    |
| 11. Training Stipends                | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 12. Total Costs<br>(lines 9-11)      | 322,380.00            | 322,596.00            | 322,380.00            | 322,596.00            |                       | 1,289,952.00 |

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 11/06/2013 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Health and Human Services

The Indirect Cost Rate is 46.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P220A180009

|                                  |   |
|----------------------------------|---|
| Name of Institution/Organization | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |
| University of South Carolina     |   |

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

| Budget Categories                    | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total<br>(f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         | 178,095.00            | 181,205.00            | 181,205.00            | 184,254.00            |                       | 724,759.00   |
| 2. Fringe Benefits                   | 42,405.00             | 43,145.00             | 43,145.00             | 43,871.00             |                       | 172,566.00   |
| 3. Travel                            | 27,500.00             | 16,000.00             | 24,500.00             | 16,000.00             |                       | 84,000.00    |
| 4. Equipment                         | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 5. Supplies                          | 1,000.00              | 850.00                | 1,650.00              | 575.00                |                       | 4,075.00     |
| 6. Contractual                       | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 7. Construction                      | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 8. Other                             | 49,500.00             | 57,500.00             | 48,000.00             | 54,000.00             |                       | 209,000.00   |
| 9. Total Direct Costs<br>(lines 1-8) | 298,500.00            | 298,700.00            | 298,500.00            | 298,700.00            |                       | 1,194,400.00 |
| 10. Indirect Costs                   | 23,880.00             | 23,896.00             | 23,880.00             | 23,896.00             |                       | 95,552.00    |
| 11. Training Stipends                | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 12. Total Costs<br>(lines 9-11)      | 322,380.00            | 322,596.00            | 322,380.00            | 322,596.00            |                       | 1,289,952.00 |

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

|  |  |
|--|--|
| <b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> | <b>TITLE</b>                           |
| Debra J Wingard                                    | Senior Sponsored Program Administrator |
| <b>APPLICANT ORGANIZATION</b>                      | <b>DATE SUBMITTED</b>                  |
| University of South Carolina                       | 06/12/2018                             |

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

|  |  |   |
|--|--|---|
| <b>1. * Type of Federal Action:</b><br><input type="checkbox"/> a. contract<br><input checked="" type="checkbox"/> b. grant<br><input type="checkbox"/> c. cooperative agreement<br><input type="checkbox"/> d. loan<br><input type="checkbox"/> e. loan guarantee<br><input type="checkbox"/> f. loan insurance   | <b>2. * Status of Federal Action:</b><br><input type="checkbox"/> a. bid/offer/application<br><input checked="" type="checkbox"/> b. initial award<br><input type="checkbox"/> c. post-award | <b>3. * Report Type:</b><br><input checked="" type="checkbox"/> a. initial filing<br><input type="checkbox"/> b. material change  |
| <b>4. Name and Address of Reporting Entity:</b><br><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee<br>* Name <input type="text" value="NA"/><br>* Street 1 <input type="text" value="NA"/> Street 2 <input type="text" value="NA"/><br>* City <input type="text" value="NA"/> State <input type="text"/> Zip <input type="text"/><br>Congressional District, if known: <input type="text"/>  |  |   |
| <b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b><br><br><br><br><br>  |  |   |
| <b>6. * Federal Department/Agency:</b><br><input type="text" value="Department of Education"/>   |  | <b>7. * Federal Program Name/Description:</b><br><input type="text" value="Centers for International Business Education"/><br><br>CFDA Number, if applicable: <input type="text" value="84.220"/> |
| <b>8. Federal Action Number, if known:</b><br><input type="text"/>   |  | <b>9. Award Amount, if known:</b><br>\$ <input type="text"/>  |
| <b>10. a. Name and Address of Lobbying Registrant:</b><br>Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/><br>* Last Name <input type="text" value="NA"/> Suffix <input type="text"/><br>* Street 1 <input type="text" value="NA"/> Street 2 <input type="text"/><br>* City <input type="text" value="NA"/> State <input type="text"/> Zip <input type="text"/>   |  |   |
| <b>b. Individual Performing Services</b> (including address if different from No. 10a)<br>Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/><br>* Last Name <input type="text" value="NA"/> Suffix <input type="text"/><br>* Street 1 <input type="text" value="NA"/> Street 2 <input type="text"/><br>* City <input type="text" value="NA"/> State <input type="text"/> Zip <input type="text"/>   |  |   |
| <b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.<br><br>* Signature: <input type="text" value="Debra J Wingard"/><br>* Name: Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/><br>* Last Name <input type="text" value="NA"/> Suffix <input type="text"/><br>Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/12/2018"/> |  |   |
| <b>Federal Use Only:</b>   |  | Authorized for Local Reproduction<br>Standard Form - LLL (Rev. 7-97)  |

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1237-University of South Carolina Diversit

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The University of South Carolina and the Darla Moore School of Business (Moore School) is committed to diversity and inclusion, and to equal opportunity with regard to race, color, religion, sex, gender, national origin, age, disability, sexual orientation and veteran status for all faculty, staff, students, stakeholders and partners, as well as for visitors and guests, of the university. Below are some of the activities, projects and events that help illustrate and define the Moore School's and the University of South Carolina's commitment to diversity, inclusion and equal opportunity.

### **Strategic Diversity and Inclusion (D&I) Information and Planning**

<https://create.piktochart.com/output/26674513-new-piktochart?presentation=true>

### **D&I Student Council**

The Darla Moore School of Business (Moore School) Diversity and Inclusion Student Council was established in 2016 with the purpose of obtaining feedback on the climate for inclusion within the Moore School. The Council is active and has been transitioning into a student organization model. Its main purposes currently are:

- Advising the School on the climate for D&I within the school
- Creating community for students interested in D&I
- Creating a venue for the school to address the needs of different student populations and connect them with internal as well as external opportunities
- Clinical Assistant Professor Alice Leri, Moore School of Business Associate Dean for Diversity and Inclusion currently chairs and advises the council

### **Special Events and Class Lectures**

School-wide events have been supplemented with guest lectures on D&I topics in multiple undergraduate and graduate classes. The Department of Management has also created a new course on D&I for HR students, available to all Moore School students and, in most cases, university-wide students (in space allows). Academic integration of D&I within our Moore School core undergraduate curriculum is one of the main priorities. The Business at Moore (BAM) program is designed for high-achieving, high school juniors who, due to belonging to groups previously underrepresented in business, have expressed an interest in pursuing a business degree. Participants live on campus for one week, enabling them to explore the many opportunities available to them to experience a "snapshot" of college life. The program, begun in 2006 with this format, was enhanced in 2017 with an academic/administrative task force working to bring efficiency and scalability into the program, as well as to enhance its impact regarding diversity and inclusion.

### **YBLA Collaboration**

The Moore School has been collaborating since Fall 2016 with the Young Black Leadership Alliance (YBLA) to serve the student population in Charlotte by providing resources for university and college visits. Young Black Men and Young Black Women leadership alliance is a non-profit organization based in Charlotte that focuses on the development of young African-American talents. The organization currently accounts for about 186 highly achieving members enrolled in secondary education, and in the past years, it has had a 95 percent success rate in enrolling seniors in competitive higher education institutions in the Southeast. A chapter of the organization will soon open in Columbia.

---

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

University of South Carolina

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name: Debra Middle Name: J.

\* Last Name: Wingard Suffix:

\* Title: Senior Sponsored Program Administrator

\* SIGNATURE: Debra J Wingard

\* DATE: 06/12/2018

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

|         |             |              |            |         |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| Dr.     | Kendall     | J.           | Roth       |         |

Address:

|           |                                |
|-----------|--------------------------------|
| Street1:  | 1014 Greene Street             |
| Street2:  | Darla Moore School of Business |
| City:     | Columbia                       |
| County:   | Richland                       |
| State:    | SC: South Carolina             |
| Zip Code: | 29208-0001                     |
| Country:  | USA: UNITED STATES             |

|                               |                             |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 803.777.3604                  |                             |

Email Address:

kroth@moore.sc.edu

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

|  |                |                   |                 |
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|  | Add Attachment | Delete Attachment | View Attachment |
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

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\* Attachment:



## **Center for International Business Education (CIBE) Proposal Abstract**

### **University of South Carolina**

The Darla Moore School of Business (Moore School) at the University of South Carolina (USC), a long-time leader in international business (IB) education, is requesting funding for its Center for International Business Education (CIBE) for the grant period October 1, 2018 to September 30, 2022. This funding, matched by USC, will be used to accomplish 56 major activities comprised of 95 distinct projects and programs, many of which directly address and support the application's two Competitive Preference Priorities and one Invitational Priority. These activities, which fully meet the mandated requirements for CIBE institutions, as well as encompassing many of the other articulated permissible activities of the legislation, are grouped in five basic categories: (1) development of academic programmatic activities; (2) outreach to businesses and government; (3) outreach to academic institutions, especially those previously underrepresented; (4) research in international business; and (5) project evaluation.

Within this proposal, there are also five major initiatives included in the five broad CIBE categories of activities, all designed to achieve maximum benefit to participants and stakeholders of CIBE programming: (1) IB Programmatic and Curriculum Development; (2) Expanding the Research Frontiers; (3) The Africa Initiative; (4) Minority Serving Institutions and Community Colleges (MSI/CC) Internationalization; and (5) Assessment of Developing Student IB Competencies. The IB Programmatic and Curriculum Development program will enhance the quality of the education for our students, equipping them with the credentials of having studied at the #1 ranked undergraduate IB school in the nation (*U.S. News and World Report*), as well as - in many cases - with renowned cohort partner international institutions. The Expanding the Research Frontiers program is centered on four comprehensive research themes with 20 designated research topics, deemed critical by the Moore School for pushing the frontier of IB education. The Africa Initiative incorporates a combination of programmatic and research activities, to include the Undergraduate IB Major MENA cohort program (IBMENA), an annual Faculty Development in International Business (FDIB) Africa program, an annual Alumni/Executive Development in IB (AEDIB) overseas program, an FDIB Middle East and North Africa overseas program, and research into the African economy and U.S. competitiveness in Africa. The MSI/CC Internationalization outreach program features two consortia led by the USC CIBE, which together will impact thousands of MSI/CC faculty and students. The Assessment of Developing Student IB Competencies research project will develop an empirically-based model to measure and assess student backgrounds in tandem with student university experiences, ultimately impacting human resource and workforce development considerations for U.S. companies to increase their global competitiveness.

In addition to these initiatives, the Moore School CIBE will continue to provide numerous outreach activities, among them its innovative South Carolina Automotive Industry Cluster collaboration and its Export-Market Entry Studies initiative (Competitive Preference Priority 1), and multiple and extensive MSI/CC outreach activities beyond the two above-noted initiatives (Competitive Preference Priority 2). CIBE will also manage multiple activities involving business language instruction and language performance testing (Invitational Priority). Because of the developed expertise and existing program base of the Moore School, over 75% of the resources requested will be spent directly on outreach and research activities each year. All activities will be evaluated externally and internally over the course of the grant period to measure their impact and outcomes.

## Project Narrative File(s)

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**Center for International Business Education 2018-2022**  
**Darla Moore School of Business**  
**University of South Carolina**

**Part 1. Meeting the Purposes of the Authorizing Statute**

**1.1. Introduction**

The Darla Moore School of Business (Moore School) of the University of South Carolina (USC) requests funding from the US Department of Education in support of a Center for International Business Education (CIBE). The Moore School has a sustained history of research and programmatic excellence in international business that has served the nation and materially enhanced the global competitive position of the United States. Federal funding for the period October 1, 2018 through September 30, 2022 will provide USC the opportunity to leverage this excellence and develop significant new activities and to sustain a number of the activities that will enable the USC CIBE to meet and exceed the requirements of the Higher Education Act.

As an introduction to USC, we have been a leader in international business education, beginning with the creation of the Master of International Business Studies (MIBS) degree in 1974. We added a Ph.D. in International Business in 1980 and an undergraduate International Business (IB) major in 1998. Both our graduate and undergraduate IB programs are ranked by *US News & World Report* in 2018 as the #1 programs in the US in the specialty of international business, which was the 19<sup>th</sup> consecutive year for our undergraduate program. A recent article by the editor of the *Journal of International Business Studies* reported that USC is the top contributing university in articles published since the inception of the journal in 1970, with two of our faculty also being in the top 25 of individuals most published in the journal<sup>1</sup>. Our 44 years of consistent excellence in international business research, graduate and undergraduate programs,

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<sup>1</sup> Verbeke, A. and A. Calma. 2017. Footnotes on *JIBS* 1970-2016. *Journal of International Business Studies*, 48: 1037-1044.

and our innovative faculty development programs of outreach to other universities, are clear indications that the USC CIBE will continue to serve as a national and regional resource to meet the goals of the legislation establishing the CIBE program.

The Moore School offers one of the most comprehensive sets of international business specialty programs in the nation: doctoral programs with international business and international finance majors, a Master in International Business (MIB) that has 6 dual degree options with exceptional international partners, an International MBA program with an intense and immersive international business curriculum, and an undergraduate IB major with five optional cohort concentrations within the major that are structured in collaboration with top tier universities throughout the world.

Building on this foundation via the CIBE initiatives in this funding period, the expanded set of international program options for US students will be unsurpassed. We will (1) develop a new Ph.D. dual degree consortium comprised of 6-8 exceptional international partners; (2) develop 3 new MIB dual degree programs and 5 articulation agreements for student pathways into the MIB program from strategically important country locations for US competitiveness, with top universities in S. Korea, Vietnam, Chile, Argentina, Mexico, France and Finland; and (3) add 5 new undergraduate cohort programs also in critically strategic US locations (and languages), with partners in Egypt, Japan, Russia, Brazil and a multi-country version focused on innovation with partners in China and New Zealand.

Our belief is that to be successful, future international managers must develop a much deeper understanding of the cultural and sociopolitical contexts within which their global operations reside. As a result, with each new program option, students will study at a partner institution for at least 2 semesters, emphasizing international experiential activities and

internships. Course development includes a new methodology for understanding institutional contexts from a comparative perspective as well as new thematically-focused courses. Our curriculum design also incorporates local partner expertise related to country and regional business practices as well as their distinctive thematic capabilities. Thus, at the conclusion of the CIBE funding period, the Moore School will be offering an unparalleled set of educational options for US doctoral, masters and undergraduate IB students to build their international expertise in new and exciting ways, preparing an exceptional cadre of global managers qualified to advance US competitiveness throughout the world.

Furthermore, it is important to note that in 1976 the Moore School established an international business department to serve as the primary focus for research and teaching in International Business, now known - as a result of a \$3.0 million endowment from the Sonoco Corporation - as the Sonoco International Business (IB) Department. The IB department consists of 23 faculty who provide a base to direct and implement our proposed initiatives with exceptional support. Since its inception, the Sonoco International Business Department's scholarly productivity has consistently ranked among the top 1 or 2 in the world, and its faculty also serve in key positions in the administration of the Moore School.

## **1.2. Meeting the Purposes of the Authorizing Statute: Organization of the Proposal**

All activities proposed in this grant are designed to meet the purposes of the authorizing statute, Competitive Preferences and Invitational Priority as identified in the Federal Register. Specific CIBE activities that accomplish the Mandated Activities, and both the Competitive Preference and Invitational Preference Priorities, are enumerated in the Other Narrative Attachment Form, Section 3). During the grant period, the USC CIBE will engage in 56 activities comprised of 95 distinct projects, that are grouped in five broad categories: (1)



development of academic programmatic activities, (2) outreach to businesses and government, (3) outreach to academic institutions, (4) research in international business and (5) program evaluation.

Part 1, **Meeting the Purposes of the Authorizing Statute**, provides a description of the set of all CIBE activities organized by category, with the exceptionS of research (Part 3) and evaluation (Part 7). Each activity is given a reference identifier that is applied throughout the Application Narrative, Abstract, Evaluation Schedule and Budget. Educational programmatic activities for doctoral education (**PhD**) are discussed first, then masters (**Graduate**) and undergraduate (**Undergraduate**) activities, followed by outreach activities to businesses and government (**Business**) and concluding with outreach activities to faculty and academic institutions (**Outreach**). Many activities and initiatives naturally span multiple categories.

Part 2 of the proposal, **Significance of the Project**, outlines five major initiatives developed as a result of a strategic planning process conducted by Moore School under the direction of Dr. Kendall Roth, Senior Associate Dean, International Programs and Partnerships and CIBE Executive Director. These initiatives integrate various programmatic, outreach and research activities, providing cohesiveness to CIBE's activities and are themselves linked together in ways that complement each other. Additional details regarding activities critical to the initiatives are discussed in Part 2 and cross-referenced to Part 1 of the proposal. For reference, the five major initiatives are:

- Significance 1: IB Programmatic and Curriculum Development**
- Significance 2: Expanding the Research Frontiers**
- Significance 3: The Africa Initiative**
- Significance 4: MSI/CC Internationalization**
- Significance 5: Assessment of Developing Student IB Competencies**

In accordance with the stated evaluation criteria of the Department of Education, CIBE's research plans (**Research**) are outlined in **Quality of the Project Design**, Part 3. Finally, Part 7, **Project Evaluation**, outlines the activities involved in assessing the outcomes of this proposal.

### **1.3. Meeting the Purpose of the Authorizing Statute: Doctoral Programs**

#### **1.3.1 Dual Degree International Business Doctoral Consortium**

**PhD 1: CIBE will support the development of a global consortium of dual degree IB doctoral programs with renowned partner institutions.** Distinct international business academic competencies are now dispersed in universities throughout the world. Furthermore, impactful international scholarship must increasingly incorporate field research, so as to develop an understanding of the sociopolitical, cultural and institutional context within which IB phenomenon is embedded. This issue is particularly important as studies are examining emerging and transition economies with more frequency. Thus, there is a need to reconsider and redesign doctoral education and training whereby students develop a deeper understanding of the global context, leverage ideas and knowledge created at locations throughout the world, establish a collaborative scholar network that supports field-based inquiry and localized data acquisition throughout their careers, and learn firsthand from leading scholars throughout the world.

The USC CIBE will facilitate the development of a consortium of dual degree doctoral programs, enabling student education and dissertation research to become a collaborative effort between faculty from USC and the premier international partner institutions. The basic design of the Ph.D. dual degree is for students to study at home partner institutions for the first academic year, and then matriculate to USC for the next three semesters for international business theory and thematic and international research methodology courses. The curriculum will include faculty collaboration with telepresence-based team teaching for selective topics and courses.

After their study at USC, students will return to their home institutions and begin their dissertation research, jointly supervised by faculty from both partner institutions.

We have already formalized our first agreement for this dual degree consortium design with Emlyon Business School in France. During the grant period, CIBE will support the development and design of 5 additional dual degree partners to become part of the doctoral consortium. We have draft agreements in the approval process with Instituto Tecnológico y de Estudios Superiores de Monterrey-EGADE (Mexico) and Universidad de Chile-FEN (Chile).

Other partners with expressed interest include:

Chinese University of Hong Kong (China)  
Beijing Language and Culture University (China)  
Erasmus University (Netherlands)  
National Economics University (Vietnam)  
Sungkyunkwan University Business School (South Korea)  
Stellenbosch University (South Africa)

The IB dual degree consortium and curriculum will lead to a uniquely transformational educational development process and training of doctoral students, unlike any other program in the US. Dr. Gerald McDermott, International Business Ph.D. Faculty Director, and Dr. Omrane Guedhami, International Finance Ph.D. Faculty Director, will be responsible for this initiative, overseeing the first consortium students' matriculation in Fall 2019.

**PhD 2: CIBE will support new IB doctoral course development.** The comparative, multidisciplinary and contextual-based emphasis of the Ph.D. Consortium requires the development of new theory and research methodological training. The Moore School Sonoco IB Department is comprised of faculty with degrees or specializations in political science, sociology, anthropology, political science, behavioral economics, as well as business disciplines across the functional areas. CIBE will support the development of two new courses to support the dual degree consortium, one focused on multidisciplinary theoretical perspectives in

conceptualizing context, and one focused on multidisciplinary methodological perspectives for measuring and comparing contexts.

#### **1.4. Meeting the Purpose of the Authorizing Statute: Professional Graduate Programs**

##### **1.4.1. Master of International Business Dual Degree Partnerships**

**Graduate 1: CIBE will support the development and growth of the Master of International Business (MIB) program, through partnerships with international institutions of higher education.** The Sonoco International Business Department introduced a 30-credit hour MIB program in 2009. Employing a novel and leading multidisciplinary design, the curriculum incorporates international business, political science and international law courses. The program is designed to provide an advanced understanding of the political, economic and social-cultural dimensions of international business as well as to develop an understanding of the cross-country variability of these institutional structures. Currently, the Moore School has 6 dual degree options linked to the MIB program with:

University of Mannheim (Mannheim, Germany)  
ESCP Europe Business School (Paris, France)  
Bocconi University (Milan, Italy)  
Koc University (Istanbul, Turkey)  
Shanghai Jiao Tong University (Shanghai, China)  
Higher School of Economics (Moscow, Russia)

These dual degree programs enable students to study at each partner university for a minimum of one academic year and engage in required experiential courses, projects or internships in the partner country location. The design significantly enhances the development and employability of US students, as they acquire a high-quality education at USC and at leading international business schools abroad, and gain robust insights into business practices and institutional arrangements in countries important to US competitiveness. Students also have the opportunity to increase their foreign language proficiency.

During the grant period, CIBE will support the development and introduction of three additional dual degree arrangements: (1) the Master of International Management program at Aalto University focused on design thinking in 2018; (2) the Strategy and Management of International Business program at ESSEC Business School focused on Global Strategic Consulting and/or Asian Strategic Consulting in 2019; and (3) the Global Entrepreneurship Program at Emlyon Business School in 2020. Dr. Al Lancot, Director of the Folks Center for International Business and MIB Academic Director, will be responsible for this initiative.

#### **1.4.2. Master in International Business Articulation Agreements**

**Graduate 2: CIBE will further internationalize the MIB program through developing articulation agreements.** In our CIBE strategic planning process, corporate executive members on the Folks Center for International Business Advisory Board and the CIBE Advisory Council expressed a need for increased international diversity in hiring options to support their international operations, particularly among employees from emerging and developing economies. CIBE will implement 5 articulation agreements to increase the international student diversity of the MIB program sourced from strategic country locations, thereby providing the human capital needs of US international firms. Agreements will include our partners University de Chile FEN (Chile), Foreign Trade University (Vietnam), SKKU (S. Korea), IAE Universidad Austral (Argentina), BLCU (China) and Insper (Brazil). The target is 1-2 agreements in years 2018, 2019 and 2020. The agreements will incorporate multiple pathways (3+1, 3+2, 4+1 arrangements) to support international business undergraduate and graduate student matriculation to USC. Dr. Gerry McDermott, MIB Faculty Director, and Dr. Al Lancot, will be responsible for this initiative.

#### **1.4.3 Master in International Business Analytics Initiative**

**Graduate 3: CIBE will enhance career preparation for MIB students by developing curriculum addressing data analytic applications in the international context.** A data analytics “bootcamp” will be designed and introduced as a prerequisite for students matriculating into the MIB program in 2018. The data bootcamp will establish a more consistent statistics and analytical software foundation for all MIB students. IB department faculty Dr. Marc Van Essen and Dr. Wolfgang Messner will be responsible for this initiative.

**Graduate 4: CIBE will support advanced IB analytics course development.** A new MIB international business analytics course will be developed addressing topics such as creative data access strategies (e.g., in emerging markets), data cleaning, establishing construct and measurement equivalency, assessing and removing culture response bias, visual representation for summarizing data, etc. The course will be introduced in the 2019-2020 academic year and IB department faculty Dr. Stan Markus and Dr. Joao Albino-Pimentel will be responsible for the course development.

**Graduate 5: CIBE will create an analytics-focused international partnership.** CIBE will develop a collaboration or dual degree with Solvay Brussels School Master in Management Science or Masters in Business Engineering, focused on advanced analytical skills. In addition, CIBE will support Moore School becoming part of the Quantitative Techniques for Economics and Management (QTEM) Masters Network to provide an opportunity for MIB students to participate in the program. The program mission is to develop skills in analytical and quantitative techniques for decision making in an international context, bringing together exceptional students and international partners.

#### **1.4.4 Executive MIB Program**

**Graduate 6: CIBE will support developing an Executive MIB program.** Currently, the Moore School MIB program is offered only as an in-residence, full-time student format. USC has partnered with Shorelight Education (Boston) for several internationalization programmatic initiatives previously, and doing so again for an Executive MIB, CIBE will support designing an executive programming format based on a telepresence hybrid model to be launched 2021. This will provide a new and significant internationalization outreach approach to the business community, one currently not being provided by the Moore School.

#### **1.4.5 IMBA International Certificates**

**Graduate 7: Moore School will continue to offer the International MBA (IMBA) program, graduating bilingual students with significant in-country business experience.**

The IMBA is the primary professional managerial degree at Moore School, targeting individuals with substantial work experience. It offers an advanced internationalized business core, elective courses focusing on international and functional business activities, intensive in-country foreign language training tracks and a required in-country experience. CIBE will support the development of two new graduate formal certificates to be offered within the program: international strategy and international finance. The certificates may be offered within the program or as stand-alone international educational opportunities for executives. Dr. Satish Jayachandran, IMBA Faculty Director, and Jennifer Ninh, Full-Time MBA Managing Director, will be responsible for this initiative.

### **1.5. Meeting the Purpose of the Authorizing Statute: Undergraduate Programs**

#### **1.5.1. Undergraduate Cohort Programs: Critical Language/Region Emphasis**

The first established Moore School language/regional cohort concentration, the International Business and Chinese Enterprise (IBCE) program offered in collaboration with the

Chinese University of Hong Kong (CUHK), is designed for students interested in careers with an emphasis on business between US and China. It benefits from the unparalleled access that CUHK offers to China and Asia, as well as CUHK's outstanding international faculty. The curriculum incorporates a joint core of business and international business courses along with specialized courses that develop necessary language skills, regional expertise and advanced understanding of the practice of international business. For language development, students begin instruction at USC, complete an immersion program (330 classroom hours) at the National Taiwan Normal University Mandarin Training Center (MTC), take two additional language courses at the appropriate level during their sophomore year at CUHK, then complete another immersion program with MTC or our Confucius Institute Partner, Beijing Language and Culture University (BLCU) during the summer before their junior year (330 classroom hours).

Our second language/region focused cohort program is the International Business in the Americas (IBA) program in partnership with University de Chile - FEN. IBA cohort students spend one year at each university, with international internships at each location. An advanced language proficiency is required, since Moore School students take business classes at FEN with Spanish as the instructional language.

Through this cohort methodology, Moore School IB students develop (1) an understanding of business concepts through completion of core and elective courses; (2) an understanding of international business through completion of an IB major; (3) expertise in a specific business discipline through meeting the requirements of a second business major; (4) an understanding of the business practices of the United States and the region (China/Asia or Chile/S. America); (5) accredited proficiency in the local language (Mandarin Chinese or



Spanish) at the Advanced Level; and (6) an understanding of the interaction of business and government in both selected region and the US, as well as related economic issues.

**Undergraduate 1: CIBE will implement a cohort program modeled after the IBCE program in the critical language of Arabic.** Moore School has designed a new cohort program, International Business in the Middle East and North Africa (IBMENA) in collaboration with the American University in Cairo (AUC), formally approved by both universities. The program design includes Moore School students' joining the cohort for study at AUC during their sophomore year, with Arabic language immersion programs also at AUC in the summers before and after their academic year in Cairo. Previous political instability in Egypt had hindered the launch of the program; however, CIBE is now able to support recruiting students to matriculate into the IBMENA program in Fall 2019. Dr. Rob Rolfe, Professor of International Business, is the Faculty Director of this cohort program.

**Undergraduate 2: CIBE will support the development of new critical language/region cohort programs.** Our two current undergraduate cohort language/region programs have been exceptionally successful in developing US students who, upon completion of the program, are linguistically proficient and have a rich understanding of local/regional business practices and culture. Their growth in maturity, as well as their exceptional ability to deal with issues of complexity and ambiguity, can be readily observed over the course of the program. As a result, the placement opportunity for students has been unsurpassed, and the international relationships formed within the cohort provide students a valuable business network for life. Replicating this very successful model in other settings will make our IB students extremely competitive in other cultures and countries that are important to US trade and competitiveness.

During the forthcoming CIBE funding cycle, we will design three new IB language cohort programs, focusing on the ongoing national need for individuals with expertise and competence in critical world regions and languages, particularly in Japanese, Portuguese and Russian. These language cohort programs will be developed with our existing partners, (Hitotsubashi University in Japan), Fundação Getulio Vargas-Escola Brasileira de Administração Pública e de Empresas (FGV-EBAPE) in Brazil, and St. Petersburg State University in Russia, respectively, with a target implementation in 2020-2022.

### **1.5.2. Undergraduate Cohort Programs: Multi-country/Thematic Emphasis**

The basic structure of our multi-country/thematic international business cohort programs shares design similarities with our language cohort programs, with the Moore School and an international partner(s) each admitting 10-20 IB Major/Concentration students. Students study at their home campus as freshmen, then study together their sophomore and junior years on each partner(s) campus. The curriculum includes cohort-specific courses and thematic- or functionally-focused experiential activities at each location. The Moore School currently has two IB cohort programs with a multi-country/thematic emphasis: the International Business Education Alliance (IBEA) and the Commerce International France Amerique (CIFA). The IBEA program is focused on the practice of management consulting, with students spending one semester at 4 partner locations: Moore School (US), University of Mannheim (Germany), ESSEC Asia Pacific Business School (Singapore) and FGV-EBAPE (Brazil). At each location students take one international thematic course together as a cohort group, and have a required project course forming “cross-culturally comprised” consulting teams working with a local company(s) to address a critical operational or strategic business problem. The second multi-country/thematic cohort program, the CIFA program, is in partnership with University Paris-

Dauphine, with the cohort studying at each campus for an academic year, focusing on advanced finance and economics.

**Undergraduate 3: CIBE will develop a new IB multi-country/thematic cohort program country focused on specific practices important to US trade and competitiveness.**

Innovation is of increasing importance in sustaining international competitiveness. The new cohort program, Global Business Innovation (GBI), will introduce a curriculum whereby students develop an understanding of country-based and corporate-based innovation systems from a comparative perspective. Global entrepreneurship coursework is also a required part of the curriculum, and includes participation in business startup incubators and accelerators, as well as other experiential activities, all across three international locations. The GBI partners are Moore School (US), Chinese University of Hong Kong - Shenzhen campus (China), and University of Auckland (New Zealand). The GBI program will be launched in 2018-2019 academic year with IB Department faculty member Dr. Elisa Alvarez-Garrido serving as the Faculty Director of the program.

**1.5.3. IB Major International Business Analytics Initiative.** Data analytic skills are viewed as critical for gaining insights and making informed strategic and operational decisions. Decision analytics is a significant undergraduate initiative for Moore School, resulting in the creation of a new Center for Applied Business Analytics that is framing the final steps all undergraduates will take on their paths to data proficiency. Through capstone team projects in several courses and using real world data applied to challenging business problems, students will learn coding and computer logic using select statistics, computer languages and data visualization techniques. Consistent with this school-wide initiative, CIBE will support IB-specific data analytic competencies to enhance this specialization.

**Undergraduate 4: CIBE will support new course development for an undergraduate concentration in business analytics.** The business analytics concentration is 12 credit hours with a required data analytics foundational course, with additional analytical application courses for functional majors offered by the college. All IB majors are required to be double majors - International Business and an additional functional major, and CIBE will support the development of an IB-focused data analytics course to complement the foundation and business functional analytics course requirements of the concentration. The course will be developed and introduced for the 2019-2020 academic year, with the design of the course and related course resources to be disseminated to all other CIBEs, as well as to our national and regional consortium member Minority Serving Institutions (MSI) and Community Colleges (CC). Dr. Marc Van Essen, Faculty Director of the IB major, will be responsible for this initiative.

**Undergraduate 5: CIBE will develop experiential projects and internships in international business analytics.** In the CIBE strategic planning process with our corporate members of the Folks Center for International Business Advisory Board and the CIBE Advisory Council, the objective of developing analytic skills applied to international issues and utilizing international data sets was strongly embraced. A major corporate partner on the board, Integration Point, provides the leading analytical platform for global trade management - an integrated data and software platform to support managing a global trade network, allowing businesses to make strategic decisions and operational support for global supply chain and trade compliance operations. CIBE will work with Integration Point, UPS, Apple, ISC, Morgan Stanley, as well as other Folks Board and CIBE Advisory Council corporate partners, to develop and introduce internationally-focused analytics projects beginning in Fall 2018. Dr. Wolfgang Messner, IB faculty, will be responsible for this activity (see also Business 2 initiative).

**Undergraduate 6. CIBE will create an undergraduate business analytics international partnership.** The Moore School will partner with Universidad de Chile, Systems Engineering and Audit School, to develop a multi-disciplinary opportunity for students interested in pursuing a career in business analytics. The Systems Engineering and Audit school offers advanced coursework in programming and algorithms, systems development and information technology, database systems management, business process management and business intelligence. CIBE will design the program in 2019 and introduce it in 2020.

#### **1.5.4. Undergraduate Functional Major/Global Leadership Distinction and MIB Accelerated Program Design**

**Undergraduate 7: CIBE will support the design of alternative pathways for Moore School students (non-IB majors) to internationalize their undergraduate education.** USC provides a Graduation with Leadership Distinction in Global Learning, with the distinction requirements including at least 12 weeks in a study abroad experience, 6 credit hours in international coursework, and participation in 3 international enhancement experiences (e.g., international research, international internship or other professional work-related experience, international service, etc.). CIBE will facilitate the development of functional-specific study abroad and short-term student abroad programs, internships, research and service opportunities for students to support the Global Graduate Leadership Distinction program.

**Undergraduate 8: CIBE will facilitate the design of accelerated graduate international business degree options for each functional major.** The design of these programs will combine the MIB degree (30 credit hours) with the USC Accelerated Bachelors and Graduate Study plan that allows undergraduate students to take up to 12 graduate hours of course work and receive both undergraduate and graduate credit for those hours. Effective design

of the Accelerated Plan privilege, along with AP credit, will be structured so students may complete their undergraduate major and the MIB degree in a four-year (3+1) time period.

#### **1.5.5 Collaboration with USC Department of Languages, Literatures and Cultures (LLC)**

**Undergraduate 9: CIBE will collaborate with the LLC Department to submit a Project GO proposal.** Project Global Officer (Project GO) is an initiative of the Defense Language and National Security Education Office to promote critical language education and study abroad capacity for Reserve Officer Training Corps (ROTC) students. Project GO programs focus on the critical languages and the countries of the Middle East, Asia, Central Asia, Africa and South America. As the majority of USC ROTC students are majoring in business, CIBE will partner with the LLC Department to propose and support Project GO funding for developing new language and study abroad capacity in Russian, Mandarin, and either Portugal or Arabic to support ROTC students. Dr. Nicholas Vazsonyi, chair of LLC, is responsible for this initiative, as well as the other CIBE-LLC collaborations listed below.

**Undergraduate 10: CIBE will support Oral Proficiency Assessments (including OPI and OPIc) certification for new USC LLC faculty to adhere to leading assessment guidelines.** The objective is this activity to provide new faculty with ACTFL Oral Proficiency Interview certification in conformity with ACTFL proficiency guidelines.

**Undergraduate 11: The USC LLC department will expand business language courses.** The LLC department currently offers courses in business language training in German and Spanish. CIBE will support the LLC department in developing additional business language courses, specifically in Portuguese and Russian.

**Undergraduate 12: CIBE will facilitate a new collaborative initiative between the Moore School and the LLC department for the development of new short-term study**

**abroad (STSA) programs.** The initiative will support the development of new STSA programs that are co-taught/led by faculty from both the Moore School and LLC. The objective is to create richer STSA course content concerning the culture and socio-political context related to the country/regional setting, by incorporating LLC faculty expertise, which will also contribute to Moore School faculty's understanding of the settings. In addition, given the intense business focus on Moore School STSA programs, collaborative teaching will also enrich LLC faculty's understanding of business specific institutional, sociopolitical and cultural considerations.

**1.5.6. IB Major Critical Thinking Initiative in Collaboration with the South Carolina Honors College (SCHC).** The USC SCHC has been ranked as the top undergraduate honors college in the nation. For the incoming 2018 freshman class, there are approximately 600 SCHC students - 150 are business students, of which 125 are IB majors. All SCHC students are required to develop a thesis project or thesis paper involving extensive research.

**Undergraduate 13: CIBE will work with the SCHC to enhance international-focused thesis development.** CIBE will develop a rubric and establish a set of procedures and timelines for the development of an international business thesis, including the design and development of two new courses. The first course will address the conceptualization of important and impactful international research questions, procedures to evaluate research questions and designing logical structures to support argument development. The course will further address the matching of research questions to specific international literatures, research designs including comparative and field-based approaches, hypothesis formation, etc. The second course will focus on research designs and methods, including data collection and survey instruments; qualitative, quantitative and comparative data analytical tools; and ethical and methodological considerations of particular relevance to international business research. Working with SCHC, Dr. Chris

Yenkey, Assistant Professor of IB, and Dr. Marc Van Essen, Faculty Director of the IB major, will oversee the development of these courses and procedures.

**Undergraduate 14. CIBE will collaborate with SCHC to establish an international thesis research conference.** To highlight high quality international theses produced by SCHC students and provide scholarly exchange among students and faculty regarding research results, CIBE will host an international research conference each academic year in late spring (beginning 2020) for students to present their research theses. CIBE will partner with the Consortium for Undergraduate International Business Education (CUIBE) to publish selected SCHC theses in its undergraduate multidisciplinary e-journal *Journal for Global Business and Community*.

#### **1.5.7 International Business New Course Development**

**Undergraduate 15: CIBE will support the development of new “embedded short-term study abroad” courses.** Moore School requires all its undergraduate students to meet a 9-credit hour internationalization requirement, including at least one course taken from the Moore School. We have recently introduced two “embedded” STSA courses that have been very successful in attracting students to fulfil their internationalization requirement within their major. The course meets as a regular spring semester business course (in terms of contact hours); however, during spring break, the course concludes with the remaining required contact hours as a faculty-led STSA trip. In this model, the STSA experience is aligned closely with the course content. For example: one current embedded course is a risk management and insurance course that meets for a half semester; it then incorporates trips to London and Oxford with visits to several risk and insurance corporate settings, as well as the London financial market, lectures on risk and insurance at Oxford University and a variety of cultural experiences. A similarly-structured global supply chain course meets for a 1/2 semester, which examines the global



supply chain network in the SC automotive cluster via an on-site visit to the BMW Group Plant in Spartanburg, SC. The spring break component involves traveling to Germany and examining the BMW automotive cluster in Germany and a corporate visit in Munich. Applying this model, CIBE will develop one additional embedded international course per year. Amanda Birkenhauer, Moore School Director of Business Study Abroad, will manage this initiative.

**Undergraduate 16: International marketing and international finance online course development.** As stated above, Moore School requires all undergraduate students to meet a 9-credit hour international curriculum requirement. Currently, student demand (non-IB Major) exceeds the capacity to offer courses in international marketing and international finance. Thus, to support undergraduate demand in these two areas, CIBE will support the design and development of online/hybrid courses in international finance and international marketing. Dr. Chuck Kwok and Dr. Ken Erickson, both IB faculty, will be responsible for these course development activities. The courses will be offered in Summer 2019.

#### **1.5.8 Study Abroad/Short Term Study Abroad Program Development**

**Undergraduate 17: CIBE will support the design and development of new overseas short-term study abroad (STSA) programs.** In 2010-11, the Moore School conducted a total of four STSA programs, with only 38 undergraduate and 26 graduate business students participating. This past academic year (2017-18), we offered 20 STSA business programs, with 314 student participants - 236 undergraduate and 78 graduate- enrolled. Thus, beyond the 431 students that studied abroad for a full semester as part of their required major in other IB programs, there is an obvious increased interest among Moore School students in participating in STSA program(s). It should also be noted that Moore School students who attend the STSA business programs are supported each year with more than \$250,000 in scholarship funds.

During the grant period, CIBE will provide course development support to expand our STSA portfolio by two programs each year. The priorities will be (1) locations not currently offered; (2) STSA programs identified as being in critical locations important to the future economic well-being of the US; and (3) locations identified by US Department of State as representing critical languages, to include Indonesia, S. Korea, Turkey, Vietnam, Thailand, Panama, Mexico, Taiwan, Colombia and various locations in Africa. As stated in Undergraduate 12, these programs will also include collaborative development with the LLC department. A secondary objective is to expand the type of our STSA offerings. Currently, we offer no service learning or research-intensive STSA programs; thus, those are opportunity areas for future programs. CIBE will annually support students from our local MSI partner (Allen University) to attend these STSA programs. Amanda Birkenhauer will be responsible for this initiative.

#### **1.6. Meeting the Purpose of the Authorizing Statute: Outreach to Businesses/Government**

**Business 1: CIBE will develop and sponsor academic training, experiential projects and internships related to the SC automotive industry cluster in collaboration with the Department of Commerce and the SC Council of Competitiveness.** This is a major new initiative of the CIBE during the funding period. The South Carolina Commerce Department has developed a focused innovation plan for the state economic development priorities, based on clearly identified core competencies (advanced manufacturing, advanced materials/composites, digital technologies and logistics/distribution) matrixed by 8 priority industry sectors that span the competencies. In collaboration with the SC Council on Competitiveness, a coalition of industry, governmental and academic leaders have been brought together for the purpose of increasing state/regional economic competitiveness through a cluster development strategy, with the automotive cluster being identified as a critically-important cluster to the state/region.

Partnering with the SC Commerce Department and SC Council of Competitiveness, CIBE will develop a program focused on the automotive industry cluster. Research by the Moore School Division of Research, under the direction of Dr. Doug Woodward, has played a key role in the overall cluster strategy development process, as well as in the assessment of the economic impact of the automotive cluster specifically - the automotive cluster represents over 10% of the state economy. CIBE and the Moore School have a substantial history in working with the SC automotive cluster, with numerous corporate partners represented on the Moore School Advisory Boards: BMW, Continental Tire, Cummins, Daimler, Michelin, GM and Bridgestone Americas. Each year Moore School conducts corporate projects, provides interns, and places students in professional career positions within the cluster.

Volvo Cars has recently announced the development of a manufacturing facility in SC, with an expected investment of \$1 billion and the eventual hiring of approximately 4,000 workers. A recent workshop with Volvo Cars executives and faculty from the Engineer schools and Business schools of Jonkoping University (Sweden) and USC, led to an agreement - in the first stage of our collaboration - to develop internship opportunities and course-based corporate projects conducted for Volvo Cars in SC under the supervision of faculty. These experiential activities will be made available for students from both universities and will be designed to lead to employment opportunities. The intention is for this collaboration to lead to a second stage, where more formalized cross-functional and cross-cultural teams will be supervised by faculty and executives to address important international corporate and operational issues. The team composition will include engineering and business students from both Jonkoping and USC, with projects occurring in SC or Sweden, or span across both markets. The broader theme of the initiative is CIBE's supporting the trade competitiveness of the regional automotive industry

cluster. Dr. Doug Woodward, Director of the Division of Research, and Dr. Mark Ferguson, Chair of the Management Science Department, will provide direction for this initiative.

**Business 2: CIBE will support the export-market entry studies initiative, in collaboration with the SC Small Business Development Center (SBDC) and Integration Point.** Supervised by International Business faculty Dr. Wolfgang Messner, this initiative offers to SBDC clients the opportunity for a Moore School team of students to assess the market potential for their products abroad. Options include a foreign market entry strategy assessing alternative country locations and entry modes, as well as studies examining the barriers, risk and opportunity for export specific products and services. The basic objectives are to enhance the employment opportunity for students by their engagement with local/regional companies and to help increase the export opportunities realized by the companies as they internationalize. Each academic year, students will conduct 25-30 studies on behalf of the client companies. This activity will be organized as a formal course component and marketed by SBDC as a central client service. The course and project will also be supported through collaboration with our IB Advisory Board corporate member, Integration Point. Students will become certified in Integration Point's Global Trade Management software and apply it to the team projects, particularly in assessing global trade patterns, export customs data, regulatory data duty optimization, declaration data, trade lane analysis, etc. CIBE will support data acquisition and other materials necessary to conduct these studies successfully.

**Business 3: Moore School will continue to offer open enrollment and customized firm-specific executive programs in international business.** Moore School offers a variety of open enrollment and custom executive education programs through its Daniel-Mickel Center for Executive Development (DMC). Moore School faculty develop these international courses,

either at the request of a corporate client or in response to market opportunities. Faculty involved in teaching executive education are typically also recipients of CIBE research funding, and these programs are one important vehicle where the research findings of our CIBE are brought into the global managers' toolkits. Moore School's reputation for programmatic and research excellence in IB has led a number of clients to commission customized programs, including Westinghouse US, Milliken, Fluor Daniel and Sonoco. While no federal grant funds will be utilized in this activity, results from our Research Agenda (pg. 39-42) provides a foundation for the content disseminated in these programs. This activity will be managed by Dr. Al Lanctot.

**Business 4: CIBE will collaborate with USC Department of Languages, Literatures and Cultures (LLC) for new program development.** CIBE will work with the LLC department in the co-development of executive open enrollment courses and certificate programs for internationalizing regional companies and incorporating language and culture-based business programs for executives, with particular emphasis given to emerging markets.

**Business 5: CIBE and USC Walker Institute Palmetto Forum.** The Palmetto Forum is a monthly luncheon seminar that provides programming to the local/regional professional and business community on topics of international affairs, with eight seminars per academic year. CIBE will collaborate with the Walker Institute to co-sponsor two sessions per each academic year (2018-2022) focused on the topic of international competitiveness. The intent is to attract experts from federal agencies and/or national think tanks that focus on international trade. For these sessions, special outreach efforts to public officials will be undertaken, targeting regional/state legislative and agency officials and their senior staffs. Dr. Robert Cox, Director of the Walker Institute, and Dr. Gerald McDermott will be responsible for this initiative.

**Business 6: Transnational law and international business blog.** CIBE will partner with Nexsen Pruet, an international-focused law firm, to create an international business blog. The general concept is a blog focusing on developments in the major economies of the world that impact cross-border business, such as changes in trade agreements, impact of new Chinese FDI guidelines, EU antitrust developments, General Data Protection Regulation, etc., with legal experts from Nexsen Pruet and international business and country experts from USC. Val Stieglitz from Nexsen Pruet and Dr. Doug Woodward will be responsible for this initiative.

**Business 7: Rule of Law speaker series.** In partnership with the Rule of Law Collaborative (ROLC) - a USC interdisciplinary center with over 60 faculty members in 18 disciplines), CIBE will support a speaker series, bringing to campus leading experts on the intersection between international business/investment/innovation and rule of law. Experts are anticipated to include corporate directors, current and former government officials engaged in cutting-edge anti-corruption programs and investment programs, and civil society leaders bridging the gap between marginalized communities and the business sector. These experts will engage in workshops with USC faculty and students, as well as in public lectures open to the USC campus and to the SC business and governmental communities. This project builds on the extensive network of rule of law practitioners and the convening authority of ROLC, which manages a five-year, \$5 million cooperative agreement with the US Department of State (known as JuSTRAC) to foster interagency knowledge and coordination on rule of law issues. Professor Joel Samuels, University of South Carolina Law School, will manage this activity.

#### **1.7. Meeting the Purpose of the Authorizing Statute: National/Regional Outreach**

**Outreach 1: CIBE will develop and support a regional internationalization initiative for Minority Serving Institution (MSI) and Community College (CC) partners.**

The USC CIBE, in collaboration with GA Tech and the University of Miami (FL), will lead a regional internationalization initiative working with more than 50 MSI/CC from SC, NC and FL, as well as from other states in the region (see list of schools, Other Narrative Attachment Form, Section 3). Dr. Charlene Spearen (Allen University, Columbia, SC), Dr. Rajgopal Sashti (Director of the Nine Universities and Colleges International Studies Consortium, Middle GA State University), Dr. John McIntyre (GA Tech), and Dr. Joe Ganitsky (University of Miami, FL) have facilitated the cooperation of other SC, GA and FL MSI/CC contacts and will work with them to collaborate with the consortium led by the USC CIBE.

This initiative incorporates faculty development programs, IB course development, and faculty and student study abroad activities aimed at incorporating an understanding of IB into the curriculum of MSI/CC participants, achieved by equipping faculty with the pedagogical tools and experiences to infuse international content into existing business courses and develop new courses, as well as providing students with study/work abroad opportunities.

In each year of the grant period, Moore School faculty will offer a Faculty Development in International Business (FDIB) seminar modeled after our current FDIB programs (Outreach 6), to provide an introduction to internationalizing the curriculum of existing business courses or developing IB-specific courses. The seminar will be held at a central location (e.g., Atlanta, Miami, Columbia). During the seminar, MSI/CC faculty needing support in developing international courses will be identified; from this group, those faculty willing to engage in a mentoring process will then be partnered with IB faculty at USC, Georgia Tech and other participating CIBE universities. The mentoring will focus on detailed course design and tailoring content as needed to stimulate student interest and learning. This mentoring will continue throughout the CIBE funding period. SC currently offers a short-term study abroad program

designed for faculty interested in developing such a program. In the second year, USC CIBE will support MSI/CC faculty to attend either this program or one of the other Moore School STSA programs. Assistance will then be provided to MSI/CC faculty that participated in a STSA program to design and implement a STSA course on their own campus(es). In addition, there will be a student scholarship component to defray some of the expense associated with STSA opportunities. In years 3 and 4, select MSI/CC faculty will be sponsored to attend one of our FDIB programs. USC CIBE will designate Allen University (Columbia, SC) as its local MSI Partner for the funding period. Beyond the consortia activities, Allen University faculty and students are eligible for funding support for CIBE STSA programs, FDIB programs and other scholarship/stipends to attend internationalization conferences, workshops and meetings.

**Outreach 2. National-Level CIBE Minority Serving Institutions (MSI) and Community Colleges (CC) Consortium - CMCC.** The USC CIBE will organize a consortium of at least 10 other major research institutions to create an MSI/CC internationalization initiative, collaborating with and supporting more than 200 MSI, CC and previously underrepresented institutions throughout the U.S. Participating schools include BYU, Ohio State, Maryland, UConn, FIU, Washington, GA Tech, George Washington, SDSU and Miami (FL). This new CIBE MSI/CC Consortium, referred to as CMCC – through its extensive scope of expertise and maximizing the economy of scale provided by its member schools – will lead, host, fund and manage national-level international business activities designed specifically for faculty, administrators and students of MSI/CC and other current and previously underrepresented institutions. While USC CIBE is initiating and organizing this consortium, each of the CMCC member schools will have equal representation and decision-making authority within the



consortium, mutually determining the type and location of activities offered. This CMCC initiative is discussed more fully in Part 2, Significance of Activities.

**Outreach 3: CIBE will organize and host an Annual International Business**

**Frontiers Research Conference.** The USC CIBE has developed a well-defined research agenda focused on a range of important topics broadly related to comparative institutionalism and consistent with our research themes. Beginning Fall 2019, CIBE will organize and host a Biennial IB Frontiers Research Conference on topics from the research agenda specified in Part 3. Dr. Gerry McDermott will have overall responsibility for the initiative. Specific conference topics and the Conference Chair designee will rotate to parallel the particular research theme of the conference. This conference will be an effective vehicle for disseminating CIBE-funded international research findings and advancing leading ideas in IB that are critical to US global competitiveness, by engaging scholars from other institutions throughout the world.

**Outreach 4: CIBE will co-sponsor an annual international finance conference.** The Moore School and Hitotsubashi University, Graduate School of International Corporate Strategy, have partnered the past two years to organize a “research workshop” conference focused on specific leading-edge topics in the international finance and comparative corporate governance domain. Renowned scholars throughout the world participate in the conference and the intent is to facilitate a provocative dialogue that advances the field through shared field experiences and forthcoming research findings/questions. In 2018 the conference theme will be “Corporate Social Responsibility: The Role of Corporate Governance and Implications for Corporate Policies.” The conference includes international finance scholars from Columbia University, Singapore Management University, UT-Austin, Australian national University, CEIBES, etc., as well as editors/former editors of leading journals, including: *Review of Financial Studies*, *Journal of*

*Finance, Review of Finance, Strategic Management Journal, and Journal of Business Ethics.*

The topic of the 2019 conference is being proposed in collaboration with the *Journal of International Business* as a special issue for the journal. Moore School IB Department faculty Dr. Omrane Guedhami is responsible for organizing this activity.

**Outreach 5. CIBE will co-sponsor an African research workshop conference.** While Africa is home to seven of the 10 fastest-growing economies in the world (World Economic Forum), there is a general lack of research-based understanding of the foundations of trade and corporate competitiveness in Africa, particularly Sub-Saharan Africa. This is in part because there are very significant challenges related to collecting, cleaning and analyzing data sourced from developing country settings, particularly Africa. The Moore School has extensive research experience in Africa, as well as links to universities throughout the region from our multiple programmatic initiatives (e.g., IBMENA Program, FDIB Africa, etc.) that we have conducted since 2007. CIBE will co-sponsor an African Research Workshop in collaboration with Stellenbosch University. The goal of the workshop is to deepen Africa-focused research capabilities by addressing the unique challenges of collecting and preparing high quality data in Africa as well as the technical, econometric requirements for producing high quality analysis. Dr. Sylvanus Ikhide (Professor of Economics at Stellenbosch Business School) and USC IB Department faculty Dr. Chris Yenkey will organize this outreach activity to be held at Stellenbosch University initially in 2018-2019, as well as again in 2020-2021.

**Outreach 6: CIBE will deliver and offer scholarship assistance to faculty from institutions of higher education to attend five different Faculty Development in International Business (FDIB) programs.** Initiated in 1988, the Moore School FDIB programs offer faculty from US business schools the opportunity to develop their ability to teach an

undergraduate or graduate course in International Business. The faculty at Moore School provide participants with pedagogical instruction and guidance as well as teaching materials, including class notes, PowerPoint presentations and assignments, supporting participants to offer international courses at their institutions. Approximately 40-50 faculty members enroll in FDIB courses (each with 27 contact hours), with the specific course offerings consistently including: (1) Survey of International Business and (2) International Management & Global Strategy; and other courses offered depending on demand include: (3) International Business across Regions of the World, (4) Global Operations and Supply Chain Management, (5) International Financial Management and (6) International Marketing. Over the next grant period, approximately 150 faculty from US business schools will be trained to teach courses in the disciplines covered by FDIB. Dr. Tatiana Kostova (CIBE Research Director and IB Faculty) and Mike Shealy (CIBE Director) are responsible for the management of Moore School FDIB programs. Scholarships will be made available to support faculty attendance from MSI/CC, with at least one scholarship designated for a faculty member from our local MSI partner, Allen University.

**Outreach 7: Development of new FDIB program courses.** Most current FDIB courses have a functional focus, and the Moore School has developed innovative thematically-focused international business courses that are significantly enhancing the development of international business students in understanding international competitiveness. To further expose faculty from other US business schools to these new, important and IB course offerings, we will develop and offer four new thematic one-week FDIB courses during the grant period: Competing in Emerging Markets (Dr. Stan Markus, Dr. Rob Rolfe); Comparative Corporate Governance (Dr. Marc Van Essen, Dr. Omrane Guedhami); Comparative Institutional Systems and Varieties of Capitalism (Dr. Gerald McDermott, Dr. Michael Murphree); and Islamic Economics, Finance

and Management (Dr. Omrane Guedhami, Dr. Alice Leri). These new courses will be presented within the existing FDIB program, with one new program developed and proposed annually.

**Outreach 8: CIBE will offer a FDIB Sub-Saharan Africa program.** This FDIB program provides an opportunity for faculty to develop an understanding of the nature of business in Sub-Saharan Africa and the opportunities for US businesses to increase involvement in the region with the objective of infusing Africa content into academic courses and as a foundation for future research activities (see Program Brochure, Other Narrative Attachment Form, Section 3). A major theme is Chinese investment in Africa, and US competitiveness and challenges in the region in the face of such influence. The FDIB Sub-Saharan Africa program will be offered annually during the grant period and will be sponsored by a consortium of other major universities and colleges, to include BYU, Iowa, Ohio State, Georgia Tech, UC Denver, Michigan State, Texas A&M, Indiana, UConn, George Washington (co-leader for the program in East Africa), and other leading US academic and business institutions. CIBE will provide scholarships to participants from previously underrepresented schools, primarily to MSI/CC faculty. This annual two-week overseas study program will be led and managed by Dr. Robert Rolfe and Mike Shealy and conducted in at least 2-3 countries in Sub-Saharan Africa each year, with projected rotating locations to include South Africa, Swaziland (now e-Swatini), Kenya, Rwanda, Uganda, Namibia, Tanzania, Botswana, Zambia and Zimbabwe. Institutions in Sub-Saharan Africa already partnering with CIBE for this program include the highly-regarded South African Universities of Witwatersrand, Cape Town and Stellenbosch, as well as Makerere University (Uganda), University of Namibia, University of Swaziland and University of Zambia.

**Outreach 9: CIBE will develop a new Alumni/Executive Development IB (AEDIB) Programs.** This new overseas program, providing an opportunity for Moore School alumni and

executive/professional partners around the US to develop an understanding of the nature of business in Sub-Saharan Africa and the opportunities for US businesses to increase involvement in the region, is a natural extension of the highly regarded FDIB-Africa program led by the USC CIBE. The Alumni/Executive Development IB (AEDIB) program will be offered annually during the grant period, to regions in Sub-Saharan Africa and at least once to Southeast Asia. Expected locations include Southern and Eastern Africa (with South Africa, Zambia and Botswana programmed for June 2019), Vietnam and Cambodia. CIBE will plan, manage and lead this program annually, and will offer several program spaces for other CIBE schools alumni and executives to participate, creating a national network of executive and professional knowledge that will impact future US competitiveness in emerging markets around the world. Dr. Robert Rolfe and Mike Shealy will manage this program.

**Outreach 10: CIBE will provide faculty and staff grants to participate in the USC International Perspectives on Higher Education (IPHE) program collaborating with Global Carolina.** The IPHE program is an overseas professional development program organized by USC Global Carolina for faculty and staff that may have little or no experience out of the country, or faculty that have an interest in leading a study abroad program. The program provides participants with the opportunity to observe typical study abroad sites with integrated internship, leadership development, and service learning opportunities for students. In addition, the program provides content on theoretical differences between the higher education systems of the US and the host country. CIBE will sponsor at least one faculty or senior staff member to attend the program each year, with CIBE MSI/CC partners eligible to nominate faculty as well.

**Outreach 11: CIBE will co-lead a new FDIB MENA program focusing on the Middle East and North Africa with Brigham Young University.** Working with a consortium

of other universities, and in keeping with the USC CIBE Africa initiative, we will co-lead a FDIB-MENA program to be initially offered in January 2019 and recurring annually thereafter. While an important region for the global economy, MENA has not been sufficiently covered by CIBEs to date. The program will begin in Oman or Dubai, then move to Egypt and either Tunisia or Morocco. Its purpose is to help participants in developing an understanding of the region, facilitating their relationships within MENA and integrating examples about the area in their academic courses. The North Africa portion of the program will be the responsibility of USC, while faculty from BYU and/or USC will lead the Middle East portion. For USC, Dr. Doug Woodward, Dr. Robert Rolfe and Mike Shealy will be responsible for this initiative. CIBE will make scholarships available – primarily for MSI/CC - to attend this annual FDIB program.

**Outreach 12: CIBE will co-sponsor the FDIB China/Hong Kong program.** This FDIB program, led by University of Colorado Denver and co-sponsored by other CIBE-funded universities, will be conducted annually during the grant period. MSI/CC participation will be encouraged, and all attendees will examine major economic and sociopolitical opportunities and challenges facing China, as well as observing China's changing role in the global economy, US and indigenous companies operating there, and the uniqueness of Chinese business culture.

**Outreach 13: CIBE will co-sponsor the FDIB Pacific Alliance (South America) program.** This FDIB program, led by the University of Miami and co-sponsored by various other universities, will be conducted in June each year during the grant cycle. The program highlights the emerging market countries of South America (e.g., Peru, Colombia and Ecuador), giving participating faculty, business professionals and administrators the unique opportunity to experience how business is conducted in this important region of the world.

**Outreach 14: CIBE will participate in the International Symposium for Languages for Specific Purposes (ISLSP)/CIBE Business Language Conference Consortium and the Business Language Research and Teaching (BLRT) Awards.** Currently all CIBE universities participate in this consortium, which sponsors the Biennial ISLSP/CIBE Business Language Conference, bringing together business language faculty from national research universities, MSI/CC and high schools to present best practices, research findings and workshops on teaching foreign languages for business and other specific purposes. CIBE will support language faculty members annually to participate in this conference and serve as a steering committee member for the consortium, as well as provide an annual stipend for the competitive BLRT awards, managed by the Indiana University CIBE.

**Outreach 15: USC CIBE will support the University of Maryland book series of edited volumes on Faculty/Professional Development in International Business (FDIB) programs.** Each book in the series will focus on one country/region in which a FDIB is offered and include short contributions from program participants, including MSI/CC faculty. The typical presence of participants from different business functional areas creates the opportunity for diverse and complementary perspectives on a country's business environment. The CIBE leading the FDIB will be responsible for content, printing, dissemination and all associated costs, but all volumes will share the same design elements to create a cohesive series. The book series will serve two purposes: (1) to disseminate knowledge gained about the economy and business ecosystems of foreign countries to other faculty and educational institutions, and (2) to provide all participating faculty with an opportunity to conduct and publish country-specific field research. The USC CIBE-edited volume will address our historically successful FDIB-Africa program. Dr. Robert Rolfe and Mike Shealy will be responsible for this activity.

**Outreach 16: CIBE will continue its membership in the Consortium for Undergraduate International Business Education (CUIBE), Pacific Area Consortium in International Business Education and Research (PACIBER), the Annual NASBITE International Conference, and the National Association of District Export Councils (NDEC).** CUIBE is a consortium of 45 universities that work with business schools seeking to establish or enhance undergraduate IB majors that include foreign language requirements, international internships or other experience abroad. USC CIBE will continue as a member of the steering committee, which is comprised of five CIBE and five non-CIBE schools. PACIBER is a network of 50+ international business schools that carry out leadership development projects in emerging market countries in the Pacific Rim area. NASBITE International is a trade organization that trains and certifies international trade exporters. NDEC increases awareness and understanding of the importance of trade to the US economy through education, legislative outreach and engagement with DEC's and other relevant stakeholders.

**Outreach 17: Office of International Business Student Outreach initiative with international magnet middle/high schools.** A growing number of primary and secondary schools in SC are internationalizing their curricula, and as they do, they have sought to draw on the expertise of the Moore School to help translate an understanding of globalization and international competitiveness to their classrooms. In Fall 2017, CIBE created an Office for IB Student Outreach for the purpose of developing social, experiential and career development activities for IB major students. CIBE will partner with the Office of IB Student Outreach and two SC public schools: Irmo High School International School for the Arts (International Baccalaureate Program) and Irmo Middle School (International Academic Magnet Program).



CIBE will collaborate with public schools to promote the development of international skills, cultural awareness and the understanding of globalization. Specifically, the initiative includes working with teachers to develop curriculum around globally themed units and providing students and teachers with a framework to compare institutional contexts. To address the first part, Moore School faculty will provide a day-long workshop to interested primary and secondary educators, similar in format to the FDIB program, but tailored more to the high school level. CIBE faculty will support school sponsored career day events and also serve on the Irmo High School Education Foundation Board. For the second part, the Office for IB Student Outreach has formed a service group - the IB Student Ambassadors - who will visit the schools in the fall semester and share their experiences of studying abroad, while also imparting to them the comparative institutional framework they have learned in their IB program. Then in the spring semester, students will have the opportunity to share in the real-time experiences of the IB undergraduates as they go abroad that semester, by following the blogs of 10 IB student bloggers and interacting with them virtually to create “mini” comparative institutional studies. Dr. Dan Ostergaard, Director of the Office of IB Student Outreach, will be responsible for this initiative. As course materials are developed, they will be disseminated to the CIBE network.

### **1.8. Competitive Preference and Invitational Priorities**

All CIBE activities that support both the Competitive Preference Priorities and Invitational Priority are detailed in the Other Narrative Attachment, Section 3. **Competitive Preference Priority 1.** The initiatives of USC CIBE include a wide range of collaborations with professional associations (e.g. SBDC, SC Department of Commerce, SC Competitiveness Council), international academic partners (e.g. ESSEC, Emlyon Business School, Solvay Business School, ESCP, Jonkoping University, etc.), and businesses (e.g. Integration Point, UPS,

Volvo Cars, etc.) that are designed to expand employment opportunities for IB students through corporate projects, internships and other experiential work-focused activities (e.g. Business 1, 2; pg. 21-23). **Competitive Preference Priority 2.** CIBE has proposed major and sustained activities supporting the internationalization of MSIs, with approximately 50 cooperating MSI/CC academic institutions in SC, GA and FL. Furthermore, the USC CIBE has proposed organizing a very significant MSI/CC consortium initiative, comprised of 10 supporting CIBE programs where we will develop activities that will be delivered to MSI/CC on a national basis. The overall design of these two initiatives is presented in Outreach 1 and Outreach 2.

**Invitational Priority 1.** The proposal includes numerous activities focused on language instruction and a major assessment initiative to understanding, based on empirical evidence, the most effective activities to strengthen the preparation of international business students (Significance 5: Effectiveness in IB student competency development).

## **Part 2. Significance of the Activities - National Significance of the Proposed Project, Importance of Results and Outcomes**

Moore School provides a comprehensive set of research, academic, outreach and executive education activities that meet the stated purposes of the authorizing statute. To achieve maximum benefit to those who participate in CIBE programming, we have developed a systematic strategy for the conduct of IB education activities that relate to the specific needs of our students and our other stakeholders. A significant portion of funding in this grant period will be devoted to five principal initiatives. CIBE will play a major role in developing these initiatives and will assume additional responsibilities for programmatic activities over the grant period. More detailed discussion of each follows. While these five initiatives are featured in this portion of the proposal to indicate the interconnectedness of all CIBE related activities, it is

important to note that CIBE will continue to support the broad range of outreach and educational activities carried on at Moore School, as well as support the research base for all of these activities. The new activities planned utilize the expertise generated from other CIBE activities.

**2.1. Significance 1 - IB Programmatic and Curriculum Development.** CIBE is developing a comprehensive set of Moore School partner-based international programs for undergraduate, masters and doctoral students as well as programs for executives and faculty. We emphasize partner collaborations in our programmatic initiatives to enhance the internationalization of educational experiences (time in country and direct cross-cultural interactions), to provide instructional opportunities that leverage distinct competencies of the partners and to increase the student international diversity of the programs. Consistent across all our programmatic initiatives, international corporate projects, internships and other experiential activities are designed into the curriculum. Furthermore, we are incorporating two new major thematic areas of emphasis that are offered at both general and specialization levels: international data analytics and global innovation and entrepreneurship. Our data analytics curriculum will be fully internationalized in terms of applications and methodological issues particular to international-sourced and across-country data. We will provide multiple competency levels: (1) introductory; (2) certificate-based; and (3) advanced international data analytics specializations in collaboration with partners (e.g., Solvay Business School, University de Chile), which will be developed for both undergraduate and graduate programs.

The second thematic emphasis is focused on innovation and global entrepreneurship. In essence, we are designing programs and course content to further develop and enhance the creativity of students as applied to the international context, with options designed at the introductory level through advanced specializations. Students will be able to take new courses

developed in topics such as Global Entrepreneurship or Comparative Innovation Systems, as well as pursue advanced specializations, such as dual degrees with Aalto in design thinking, Emlyon in global entrepreneurship or the Global Business Innovation (GBI) program with CUHK-Shenzhen and University of Auckland. Both these thematic emphases - international data analytics and global innovation - result from recognizing dramatic changes occurring in the marketplace, and are supported by our corporate advisory boards. Thus, they are designed to better prepare students for careers in the globalized economy.

In summary, one of the major points of significance of the CIBE proposal is the resulting portfolio of leading internationally-focused programs that include 6 doctoral dual degrees in international business, 9 master in IB dual degree programs along with 6 program articulation agreements, 11 undergraduate IB cohort programs, and a full range of executive education programs, certificates and degree programs. The programs are nationally significant for three basic reasons: first, they will establish new pedagogical and curriculum designs for IB education; second, they will provide new and exceptional IB training opportunities for students across the US, and with expected growth in matriculation, producing a larger number of students as well as executives that are career ready for positions in firms competing in the global marketplace; and third, through our outreach activities, such as the FDIB programs, research workshops and conferences, MSI/CC outreach programs, etc., these innovative IB curriculum developments will be disseminated and shared with other universities, CIBE centers, corporate training units, etc. Thus, the USC CIBE programmatic innovations will be a national resource for enhancing personnel development and training to ensure that the US workforce is prepared to analyze, understand and respond to the new forms of competitiveness in the global economy.

**2.2 Significance 2 - Expanding the Research Frontiers.** A central mission of the USC CIBE is to serve as the national research center for the study of international business from an interdisciplinary and institutional perspective. This mission is designed to meet the CIBE program mandate for “research designed to promote the international competitiveness of American businesses and firms” and such research is of increased importance as understanding institutional context and its impact on firms’ strategies and organization is critical in the current global business environment. First, US MNCs companies conducting business across borders are facing new challenges related to emerging sentiments of anti-globalization, populism and fragmentation of existing institutional frameworks both in their home markets as well as globally. Understanding these developments, the threats and opportunities they present to US multinationals, and the appropriate strategic responses to these new institutional conditions is of paramount importance to global competitiveness. Second, US MNCs are increasingly conducting business in risky, volatile and institutionally immature country environments in developing economies across Asia, Africa and Latin America. Developing capabilities to function in such conditions is a matter of survival for these companies. Third, MNCs from these markets, especially Chinese MNCs, are aggressively entering global markets and are threatening the leadership position of Western firms in a wide range of industries. Understanding how to sustain US global competitiveness through continuous innovation and technological breakthroughs, while at the same time maintaining high ethical standards for socially responsible conduct, is strategically important for both companies and the global civil society.

The study of MNCs competitiveness, strategies and organization as shaped by national and transnational institutional orders and the variety of institutional systems across countries has been the overarching theme in our research program for more than a decade. In this grant cycle,

we are developing this work further by focusing on additional topics addressing what we view to be the most important current challenges for US MNCs.

There are four main research themes that we will support in 2018-2022, each with a substantial number of more specific research programs:

**Theme 1 - Comparative Corporate Governance, Institutions and Global Strategy of MNCs**

**Theme 2 - Innovation, Technological Disruption, and Global Competitiveness of MNCs**

**Theme 3 - Business-Government Relations and the Management of Political Risk**

**Theme 4 - Ethics and Responsible Global Leadership**

Our objective is not only to produce knowledge around these themes but also to disseminate it to companies and executives through executive education, our students through teaching and curriculum redesign, and to other business students and academics across the country through our FDIB outreach activities which train faculty from other universities. This initiative is discussed more fully in Part 3. Quality of Project Design - A Coherent, Sustained Program of Research and Development in the Field (pages 48-52).

**2.3. Significance 3 - The Africa Initiative.** This section describes the CIBE Africa Initiative and provides an introduction to how the research, academic and outreach activities of the Moore School combine to address critical national concerns. A central theme of this activity throughout 2018-22 will be our continuing development of programs and research activities linked to the continent of Africa - both North Africa and Sub-Saharan Africa. Our African interests are rooted in the emerging policy priority of US relationships with Africa, the as-yet-untapped potential of the region for US business, the role Africa is increasingly playing in critical resources with challenging security considerations and the relatively undeveloped state of African institutions.

CIBE proposes activities that will increase US competitiveness and security through its Africa initiative. As with all our major initiatives, the initial impetus comes from research. While many Chinese and Indian companies have moved rapidly to take advantage of new economic

opportunities in Africa, US companies have been slower to develop effective investment strategies. African-focused research (in Research Themes 3 and 4) will examine how the competitive dynamics in Africa have changed, thereby impacting US strategic positioning. Courses at the undergraduate and graduate level based on this research will be enhanced. For example, the existing undergraduate courses on Competitive Strategies in Developing Countries and Business in Africa will be expanded to include emerging information. The undergraduate travel study course in African business will be conducted annually (Undergraduate 17). New programs will be launched targeting executives and professionals (Outreach 9).

As part of CIBE's outreach to the faculty at other business schools, the annual FDIB Sub-Saharan Africa program (Outreach 8) and FDIB-MENA (Outreach 11) will be continued to help participants develop linkages and relationships within Africa, integrate Africa business practices and economic development strategies into their academic courses, and spark interest in potential business research in the African economy as it applies to US global competitiveness. The new Alumni/Executive Development in IB program (Outreach 9) will provide executives from across the US an understanding of how business is conducted in Africa, and ultimately impact US competitiveness in the African marketplace. We will develop the Africa Research Workshop (Outreach 5) which has the potential to significantly impact the quality of African-focused research. Faculty and staff expertise supporting the CIBE Africa initiative include Dean Peter Brews, a native of South Africa; Dr. Lite Nartey, a native of Ghana; Dr. Rob Rolfe, who spent his formative years in Zimbabwe and is fluent in Swahili; Dr. Chris Yenkey, who examines social diversity, segregation and trust sociological theories applied to financial market formation, particularly in sub-Saharan Africa; and Mike Shealy, CIBER Director, who has led more than 20 faculty, professional and student programs to Sub-Saharan Africa.

**2.4 Significance 4: MSI/CC Internationalization.** During the past four years, in collaboration with GA Tech and Duke University, the Moore School has worked extensively with MSI/CC throughout GA, NC and SC (see Sashti support letter, Director, Nine University and College International Studies Consortium, Other Narrative Attachment Form, Section 3). Our interactions with the affiliated faculty and students have provided us with a much clearer understanding of the needs and priorities of MSI/CC institutions and specific initiatives that are most effective in their contexts. We will continue a full range of regional MSI/CC internationalization opportunities, as noted throughout the proposed CIBE outreach activities (Outreach 1). However, building on this experience, we are positioned to leverage our MSI learning and create a major initiative at the national level (Outreach 2).

Thus, the USC CIBE will organize a national consortium of at least 10 partnering CIBE-funded universities. Each CIBE will contribute \$10K for each grant year, providing a resource base of at least \$100,000 per year for four years, establishing a significant foundation from which to develop a substantial program supporting the internationalization of the MSI/CC community. Beyond funding, consortium member schools will also volunteer to host and/or lead-manage one of the consortium activities as applicable during the four-year grant cycle.

The initiative is designed as a series of internationalization activities over the four years of funding, incorporating national-level faculty development programs, IB course development, faculty research awards, faculty and student study abroad, student case competitions, student internship/apprenticeship awards and travel stipends for IB seminars, conferences and workshops. The activities are aimed at infusing an understanding of IB into the curriculum of MSI/CC participant schools, achieved by equipping faculty from MSI/CC with the pedagogical tools and experiences to incorporate international content into existing business courses and



develop new courses, as well as providing students with study and work-abroad opportunities, case competitions and culture and language development. An integral component of the initiative is the customized support to the MSI/CC institutions to (1) facilitate the implementation of IB education programs and courses; (2) help develop capabilities for leading study abroad programs; (3) provide opportunities for student engagement in IB activities; and (4) increase faculty expertise in international education, all designed to further U.S. global competitiveness.

The national-level CMCC activities of support and collaboration during the four-year CIBE grant are projected to include:

| <b>Year</b>             | <b>National-Level Activity #1</b>                  | <b>National-Level Activity #2</b>               | <b>Other Activities</b>                         |
|-------------------------|--|---|---|
| <b>ONE</b><br>2018-19   | Needs Assessment*<br>of MSI/CC Institutions        | Faculty Development<br>in IB Workshop           | Overseas FDIB and STSA<br>Program Participation |
| <b>TWO</b><br>2019-20   | Student Internship/<br>Apprenticeship Awards       | Overseas FDIB and STSA<br>Program Participation | *Activities TBD based on<br>Needs Assessment    |
| <b>THREE</b><br>2020-21 | Student National/International<br>Case Competition | Overseas FDIB and STSA<br>Program Participation | *Activities TBD based on<br>Needs Assessment    |
| <b>FOUR</b><br>2021-22  | Call for IB Research<br>Proposals/Awards           | CMCC National IB<br>Research Conference         | *Activities TBD based on<br>Needs Assessment    |

**2.5 Significance 5: Effectiveness in IB student competency development.** Global competence and cultural intelligence are increasingly cited as university priorities, with significant resources devoted to advancing student preparedness for life and work in global and culturally diverse settings. Organizations are recognizing the benefits of a more diverse operating environment. Recruiting talent exhibiting those same skills, according to a 2015 AACU survey, has become extremely valuable also at a national level<sup>2</sup>. Nevertheless, that same AACU survey revealed that employers find students poorly prepared with cross-cultural skills - working with foreigners as well as with citizens from different backgrounds. And determining empirically the most cost-

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<sup>2</sup> AACU, “Falling Short? College Learning and Career Success”. 2015

effective way to provide this preparation is critical, especially given the substantial cost of many internationalization interventions (e.g. short term study abroad programs).

A recent USC convening of leaders of globally active businesses, multilateral agencies and public-sector organizations revealed that executive leadership from a broad range of industries, geographies and functional specializations believe that international programming within a university setting can provide valuable preparation for leadership success in firms operating domestically and globally. And they believe that an often under-looked, yet critical function performed by universities in supporting the talent needs in these organizations comes *through our student recruitment and selection processes as well as the development processes*. Thus, universities preparing members who will be valued in the future workforce should attend to both inputs (student recruitment) and interventions (specific student activities and experiences during their university years) in considering how to enhance our graduates' success in impactful careers that enhance the competitiveness of US businesses.

The proposed evaluation effort for this CIBE grant concerns the development of an empirically-based model to measure and assess student backgrounds in tandem with the many and varied “interventions” or student experiences and activities undertaken at our university (see Model Framework below). We will shape our initiative to complement ongoing efforts undertaken by the Institute for International Education (IIE) and the Consortium for the Analysis of Student Success through International Education (CASSIE) wherein study abroad participation is currently being assessed for participating universities in terms of academic achievement and time to graduation. Our model will not only consider a much broader range of individual student (input) factors, but also reflect a diverse array of relevant on- and off-campus experiences intended to bolster students' global understanding and intercultural competence

demanding by hiring organizations competing on the world stage. We explicitly include all of our CIBE-funded programs and activities within our empirical model in addition to other interventions deemed relevant for international competency development in the literature and within best practice benchmark institutions like IIE. Thus our evaluation model is intended not only to rigorously assess our grant-funded activities, but to do so within the overall institutional array of arguably relevant activities such that incremental impact of *each* CIBE-funded (and non-CIBE-funded) initiative can be well-understood.

We have initiated an USC-wide effort whereby international program faculty and administrative leaders across campus have been convened to ascertain theoretical understanding of building international competency within the university system. This effort has established support for an institution-wide program to measure and assess international programming effectiveness at USC. Given the university scope and seniority of collaborators committed to this project - as well as the long history of commitment to global education on our campus - USC is ideally situated to undertake the development and pioneering deployment of this assessment model for international competency development. We will actively recruit collaborating universities from around the CIBE network and beyond to include additional institutions whose missions include preparing future participants in organizations competing globally.

The proposed model will be constructed based upon a thorough review of the extant literature in fields including international education, IB, cross-cultural psychology, human resource management and labor economics to identify theoretically sound relationships between student backgrounds, interventions and outcomes variables. This evaluation program is specifically intended to not only incorporate typical university-related outcomes of interest (like academic achievement and on-time graduation as assessed through CASSIE) but also to

incorporate specific outcomes mapping to workforce development considerations for organizations competing globally. As such, outcomes demonstrating value and validity for employers including internship and post-graduation placement in globally active firms will be incorporated. The initial inventory of focal workplace success outcome measures from the literature review will be presented to and evaluated for appropriateness by a panel of human resource directors from globally active firms to validate our outcome variables of interest.

**INPUTS—***Who we recruit into our university programs:*

**Student indicators to include:** ethnicity, socio-economic status, first generation status, gender, academic achievement, test scores, prior international experience, language capability, international baccalaureate, preferred major/co-major/minor (IB, other business, language, area studies, STEM), urban/cosmopolitan vs. rural homeplace, international student status, etc.

**INTERVENTIONS—***Experiences and activities potentially pertaining to our students:*

**On-campus curricular programming interventions:** IB major (cohort vs. traditional), IB coursework, language coursework, area studies coursework, co-majoring/minoring, etc.

**On-campus co-curricular programming interventions:** Cross-cultural roommate, international speaker series, international living residence hall, international-themed clubs/associations, etc.

**On-campus faculty/staff interventions:** International faculty engagement, international staff engagement, engagement with faculty conducting internationally-themed research, etc.

**Off-campus study abroad:** Short term, semester long and cohort programs, with / beyond our partner school network, Anglophone vs. non-Anglophone countries, homestay included, language of instruction, etc.

**Off-campus professional programming interventions:** Internship or co-op (paid-unpaid) in organizations and firms engaged globally, participation in global networks (e.g. World Affairs Councils), etc.

**Off-campus non-professional engagement interventions:** Participation in cultural events, residence in cosmopolitan setting, etc.

**International/diversity curriculum, languages, co-curricular domains, professional engagements, study abroad, etc.**

**OUTCOMES—***What results for our students:*

**Academic achievement outcomes:** academic achievement in terms of GPA (overall and within major(s)), time to graduation, credit hours by graduation, leadership distinction(s), research distinction (e.g. thesis), etc.

**Personal outcomes:** global literacy, 360 degree academic peer reports, student debt level, civic leadership propensity, confidence, self-awareness, empathy, resilience (self-reports), etc.

**Professional outcomes:** placement (in globally active organization) in internships and within 90 days of graduation, marketplace demand for candidate, salaries vs. peers, placement into positions with international responsibility span, etc.

**IMPACTS—***Why and how our interventions matter for US business competitiveness:*

**Degree to which global (sales, profitability) success is predicted by proportion of professional cadre with identified international interventions as indicated in our proposed empirical model**

**Longitudinal assessment of outcomes for our previous students in terms of career progression into global leadership within organizations**

**Longitudinal assessment of outcomes for our previous students in terms of civic leadership relevant to global understanding in society**

### **Part 3. Quality of Project Design - A Coherent, Sustained Program of Research and Development in the Field**

The Moore School research record in international business is outstanding, reflective of the quality of those who conduct CIBE-supported research. As noted in the introduction, in a recent article by the *JIBS* editor, USC has been the most prolific contributor to the premier IB journal since its inception, and we have also contributed similarly to numerous high quality functional and disciplinary journals. Moore School faculty belong to strong global academic networks and collaborate with co-authors from top business schools around the world, which provides exceptional access to regional data and diverse expertise across disciplines and topics.

CIBE will support a comprehensive research initiative over the four years of the grant period with the objective of building a coherent, sustained program of research and development in the field of IB, and the application of that research to our educational and outreach efforts. The proposed research program builds on our prior research platform and expands it into new critical areas of inquiry consistent with important current developments. It is aimed at enhancing the ability of US companies to compete through greater understanding of the institutional embeddedness of business and of the effective strategies that they should follow given the new realities in the world economy. This section presents the outline of the 4 main research themes. We list sample research programs/projects illustrating each of these themes, with abbreviated descriptions of these programs/projects detailed in Other Narrative Attachment Form, Section 4.

**3.1. Theme 1 - Comparative Corporate Governance, Institutions and Global Strategy of MNCs.** Research on corporate governance and its effects on companies' strategies and performance has grown significantly in the last decade. The topic moved front and center after the global financial crisis of 2008-2009, as many blamed the crisis on flawed governance. Now,

although the global economy has generally stabilized, this research continues to grow, but is being reoriented towards the study of the role of ownership/organizational forms for firm competitiveness. The interest in studying the impact of ownership is fueled by the unprecedented rise of emerging market firms many of which are state-owned or state-controlled (e.g., China, Russia), as well as the increased globalization of non-traditional companies like family firms and small and medium size enterprises, or firms operating in large business groups. Our overarching research objective in this theme is to understand the interplay between organizational form and institutional context (i.e., whether some ownership types perform better in particular institutional conditions) and to provide US MNCs with relevant knowledge on how to best compete with these new types of global players across markets. This theme includes the following specific projects:

- Research 1: The cognitive-cultural embeddedness of family firms: Implications for prevalence, strategy, and performance**
- Research 2: A process model of family firm internationalization**
- Research 3: Does state ownership hurt or help minority shareholders? International evidence from control block acquisitions**
- Research 4: The effects of corporate governance on the strategy, success and failure of mergers and acquisitions**
- Research 5: Varieties of capitalism and effectiveness of standard human resource management (HRM) practices across countries**

### **3.2. Theme 2 - Innovation, Technological Disruption and Global Competitiveness of MNCs.**

Sustaining global competitiveness for the long run is impossible without continuous innovation. The last 20 years have witnessed two major trends that have changed the way one understands the relationship between innovation and competitiveness: (1) the introduction of new technologies and (2) the rise of emerging market societies as sources of process and product upgrading. Both of these trends are disruptive in the sense that they are changing competitive structure of industries and standard business models as well as fundamental assumptions about knowledge and value creation. This necessitates new lines of research in this area. The objectives of this research stream are to explore the intersection of firm strategy, institutional change, and

the public-private divide for understanding how to create more successful and sustainable innovation performance. The following research projects illustrate several key research questions that we are planning to support under this theme:

**Research 6: Quality infrastructure for the 21st century**

**Research 7: Does business model innovation create value for companies? A multi-level contingency analysis**

**Research 8: Ownership structure and national competitiveness**

**Research 9: Iteration strategies for successful digital innovation**

**3.3. Theme 3 - Business-Government Relations and the Management of Political Risk.** The current global political climate underscores the importance of business-government relations, stakeholder legitimacy and the prudent management of political risk for U.S. companies worldwide. The social and political challenges to global economic integration and post-war institutions have included the suspension or revision of key international trade agreements, the rise of populist politics aimed at driving a wedge between capital and labor, and the emergence of alternative non-Western models for economic development, such as “state capitalism” or “Beijing consensus.” Navigating this increasingly precarious sociopolitical landscape has become an urgent issue for the globally active MNCs as well as domestic firms worldwide. This research theme will explore these challenges as well as the possible solutions for successful non-market strategies aimed at reducing political risk. Projects within this theme include:

**Research 10: Formation and strategic deployment of political capital**

**Research 11: State ownership and political connections: A review of performance consequences, strategic actions, and institutional contingencies**

**Research 12: Understanding the value of politician-director appointments**

**Research 13: Political connections and speed of financing in investment projects around the world**

**Research 14: Investor reactions to political violence: The case of the Egyptian spring**

**3.4. Theme 4 - Ethics and Responsible Global Leadership.** Local and global stakeholders alike are increasingly expecting from international companies to contribute to social causes and to enforce global ethical standards through their conduct and practices. More than ever before, MNCs are held accountable for environmental or ethical violations, and are expected to fill gaps

in social services especially in countries with significant “institutional voids” where local governments fall short of securing adequate support and safety for their communities. At the same time, unprecedented levels of global competition push firms to consider the efficient use of their resources, and some might suggest, to a “race to the bottom,” thus limiting the available resources for social agendas. This stream of research studies the social performance of global firms and aims to understand how companies successfully resolve these trade-offs. The following projects illustrate the scope of this line of work that we are planning to support:

**Research 15: Is privatization a socially responsible reform?**

**Research 16: Decoupling corporate social responsibility in emerging market multinationals**

**Research 17: Does corporate social responsibility reduce the costs of high leverage?  
Evidence from capital structure and product markets interactions**

**Research 18: An institution-based view of the impact of female directors on corporate social performance across different cultural contexts**

**Research 19: Meta-analysis of the effectiveness of voluntary environmental programs**

**Research 20: The impact of corporate governance and institutions on climate change-related reporting by multinational companies**

### **3.5. Research Activities and Procedures**

The activities covered by the research structure set forth in Sections 3.1-3.3 will be administered in an open and transparent manner by the CIBE Research Director, Dr. Tatiana Kostova. Grants will be competitive and will be awarded annually to lead scholars and faculty members at the Moore School. Proposals may also be solicited from key scholars at other institutions. Research proposals will be reviewed prior to each grant year by a committee composed of the Senior Associate Dean of Research and Academics, the Director of the Division of Research, the CIBE Research Director, the CIBE Executive Director (and Chair of the Sonoco International Business Department), and the CIBER Director.

**Research 21: CIBE Scholars.** In addition to the programmed research activities of the planned research themes, Moore School CIBE will award up to six smaller research awards



(\$2,000-\$4,000 each) per annum on IB topics important to US trade and competitiveness through a similar open competition. These awards will be available to all faculty within the USC system.

#### **Part 4. The Management Plan - Quality of the Management Plan to Achieve Objectives**

**CIBE Personnel.** The USC CIBE is housed in the Darla Moore School of Business.

Overall management of Moore School is the responsibility of Dean Peter Brews, a South African native who came to the USC from UNC-Chapel Hill, where he served as Associate Dean of OneMBA, a global Executive MBA program delivered in collaboration with CUHK, EGADE-Tec de Monterrey, FGV-Sao Paul and Erasmus University. Dr. Kendall Roth, Senior Associate Dean for International Programs and Partnerships, is responsible for the international activities of Moore School and will serve as the Executive Director of CIBE. The responsibility of the CIBE Executive Director includes oversight of all CIBE activities and liaison with other units of Moore School, other participating administrative units on campus and all external constituencies served by CIBE. Mike Shealy serves as the Director of CIBE. He began his career with Moore School CIBE as the Managing Director in October 1994. He has served on numerous committees of CIBE Directors, including the planning committees of the Director's meetings, the CIBE Business Language Conferences and the CIBE web committee. Dr. Tatiana Kostova serves as the CIBE Research Director and Dr. Hildy Teegen serves as the CIBE Outreach Director.

**Management Plan.** As conveyed in the budget narrative, and depicted in the CIBE Project Management Plan (Other Narrative Attachment Form, Section 5), the proposed initiatives are to be implemented in a clear phased approach during the 4-year funding cycle. The Management Plan provides the timeline for the implementation of each activity. While CIBE personnel have overall responsibility for the management and implementation of all program activities, throughout the Proposal Narrative specific Moore School/USC faculty and staff are

identified with responsibility for individual activities and projects. Over 25 different faculty and staff are assigned with such responsibility and therefore part of the implementation plan. In addition, there are four full-time administrative staff of the Office of International Activities (IA) under the direction of the Senior Associate Dean for International Programs and Partnerships. This unit provides support for all international programming of the school, and has direct responsibility for study abroad and short-term study abroad programs for business students.

Thus, the management plan includes an implementation structure, as well as a diverse and high competent set of faculty collaborators and administrative staff that help ensure success in achieving the objectives of the CIBE proposal. It is also important to note that the members of the CIBE Advisory Council and the Folks Center for International Business are also internationally diverse, and represent public and private entities as well as a wide range of industries and countries. These board members are highly engaged and provide substantial direction and oversight to the international activities of the Moore School. While the USC CIBE proposal is quite ambitious, the proposed projects and timelines are consistent with the pace of development we have achieved during the last 4 years. In summary, the methodology for integrating CIBE responsibility with the on-going administrative structure of Moore School and USC is well developed. The organizational structure of Moore School and the management plan with timelines are included in the Other Narrative Attachment Form, Section 5. Administrative arrangements for the comprehensive Evaluation Plan for CIBE activities are discussed in Other Narrative Attachment Form, Section 8.

## **Part 5. Quality of Project Personnel**

The USC CIBE is committed to equal opportunity with regard to race, color, religion, sex/gender, national origin, age, disability, sexual orientation and veteran status for participants

in all proposed activities as well as in the project management personnel. Dr. Alice Leri, a native of Italy and an Islamic economics and finance scholar, is a faculty of the IB department and the Assistant Dean for Diversity and Inclusion. While the IB department itself is highly diverse, the Moore School is progressively engaged in developing programs and initiatives to enhance diversity and inclusion throughout the school (Other Narrative Attachment Form, Section 3). Our extensive MSI activities, highlighted in the proposal, are one example of our diversity outreach.

Dr. Kendall Roth is the Senior Associate Dean for International Programs and Partners, Executive Director of CIBE, Director of the International Activities and Chair of the Sonoco International Business Department. He is also a member of the USC International Advisory Committee, and has been a faculty at Moore School since 1986. He holds the Cantey Chair in International Business and Economics, and is a Fellow of the Academy of International Business. His oversight within Moore School includes international partnerships, international programs (IB Major, MIB, IMBA), international scholarship activities, as well as the IB faculty. This span of responsibility provides for exceptional strategic coherence in direction, resource allocations and integration across all international activities. Reporting to Dr. Roth is a team of exceptional faculty with operational oversight for specific international programs. Dr. Tatiana Kostova, a native of Bulgaria, is the CIBE Research Director and also responsible for the CIBE FDIB programs. She is an Academy of International Business (AIB) Fellow and one of the most prolific scholars in the field of IB. She holds the Buck Mickel Chair of International Business and was recently awarded the Carolina Distinguished Professorship, which is the highest honor USC accords faculty. Dr. Kostova is also the Faculty Director of the Executive IMBA programs offered in collaboration with universities in Taiwan and S. Korea. Dr. Hildy Teegen is the Director of CIBE Outreach and holds the USC Educational Foundation Chaired Professorship of

International Business. She was the Dean of Moore School 2007-2013 and, before joining USC, was the Director of the George Washington University CIBE. Her scholarly focus is on the interactions between firms, governments and nongovernmental organizations (NGOs).

Dr. Gerry McDermott is the Faculty Director of the multidisciplinary Master of International Business (MIB) program and all the MIB dual degree programs. He received his Ph.D. in Political Science from MIT, and is a Senior Research Fellow, IAE Business School, Buenos Aires and a Fernand Braudel Senior Research Fellow at the European University Institute. Dr. Marc Van Essen, a native of the Netherlands, is the Faculty Director of the Moore School International Business Major, and holds a Ph.D. from RSM Management Erasmus University. He has received numerous best paper awards as well the Richard N. Farmer Best Dissertation Award from the Academy of International Business, and was previously the Director of the Global Center for Entrepreneurship and Innovation at the University of St. Gallen. Dr. Omrane Guedhami, a native of Tunisia, is a Moore Research Fellow and serves as the director of the International Finance doctoral program. His expertise is in comparative corporate governance, privatization and liberalization, particularly applied to emerging markets. Each of these faculty are exceptional scholars, teachers and administrators that facilitates integration of our IB knowledge generation with programmatic initiatives and curriculum design.

## **Part 6. Adequacy of Resources**

The Moore School has made a major institutional commitment to meeting the objectives of the CIBE program by creating innovative international business academic programs, conducting leading edge research in IB, serving regional and national businesses engaged in trade and IB and creating a strong, capable IB faculty along with developing the international skills of faculty members of other departments in the school. CIBE requests between \$322,380-

\$322,596 per annum in federal assistance during the grant period. Direct matching for CIBE-related projects is the same per annum – a 1:1 match. Substantial additional financial support to the international activities of Moore School is provided by the University, but not used in federal matching for this grant. The total budget for international activities in the Moore School, not including the resources provided by CIBE, is in excess of \$3 million per annum.

The USC CIBE, the Office of International Activities and the Business Study Abroad office are all located on the 3<sup>rd</sup> and 4<sup>th</sup> floors of the new Moore School facility. This \$106.5 million, 251,891 sq. ft., facility was completed July 2014. The building is designed to facilitate greater interaction between faculty and students and is the largest Leadership in Energy & Environmental Design (LEED) Platinum building in SC, with the objective of receiving a Net-Zero rating through a partnership between Moore School and the US Department of Energy. It is located in central proximity to USC's Innovista area, a major research and development park.

The Darla Moore School of Business is named for USC graduate and New York financier Ms. Darla Moore, whose initial \$25 million endowment gift has since been supplemented by an additional \$45 million. The commitment to Moore School by its business partners and alumni provide the financial assurance that the School's commitment to excellence in International Business will be maintained over the life of the grant and well into the future. The Sonoco Corporation has given \$3.0 million to endow the Sonoco International Business Department and \$1.0 million to endow a Visiting Professorship in International Business. Moore School has raised over \$450,000 in annual funds (endowments, grants and spendable gifts) that provide scholarships to support Moore School graduate and undergraduate student participation in international internships, study abroad, short-term study abroad and international language immersion programs. Thus, there is substantial institutional, administrative, financial and

community support to ensure Moore School initiatives are exceptional and sustain our nationally-recognized expertise in international business.

## **Part 7. Project Evaluation**

CIBE will employ multiple evaluation methods that provide information to allow continuous improvement and enhancement of our activities, as well placing that information into the hands of decision makers. Annually, summary data are collected concerning IB and language courses, students, faculty, existing and new programs, degrees awarded, graduate placements, collaborations, events, research, travel, and expenditures. CIBE complies and reports complete IRIS data, as required by the Department of Education, and uses existing methods of evaluation (e.g., AACSB and SACs assessments). In addition, the CIBE Center Advisory Council will meet annually to conduct an overall assessment of activities. Dr. John McDermott, Senior Associate Dean for Academics and Research, has overall responsibility of assessment and accreditation activities. Mr. Jason Beaver is the Moore School Assessment Director.

There are four primary CIBE activities that are assessed: graduate programs, undergraduate programs, outreach programs and research activities. The first two clearly have their objective a set of educational activities to achieve certain goals. Outreach and research activities are more complicated to evaluate, as the first must also relate to the goals of the individual, institution, firm, or government entity being supported. Research is perhaps the most difficult to evaluate, as the impact of scholarly research is diffused through a wide net of scholars and practitioners in ways that work out over a long time horizon.

**Eval 1-Eval 4: CIBE will conduct detailed and comprehensive evaluations of CIBE activities in the four primary areas of outreach, graduate education, undergraduate education and research, during each year of the grant period, using internal and external**

**evaluators as appropriate.** The evaluation activities are presented in detail in the Other Narrative Attachment Form, Section 8. Each evaluation activity is identified with information regarding its characteristics. Three primary classifications are used: (1) *Quantitative or qualitative*: Many evaluation activities will be both, as the instruments used for data collection will have questions that require numerical evaluation and questions that are open-ended; (2) *Formative or summative*: The primary type of data collected will be summative (measuring the final performance of the individual participant), but will be formative or summative for the assessment of the activity. It is the latter characteristic that will be listed; and (3) *External or internal*: External in this context means that the data is provided by an individual external to USC. For example, our interns are evaluated by their internship supervisor, who is an employee of the firm providing the internship. Internal means that USC students or personnel provide the data. Based on enunciated program goals, evaluation activities are planned around two 3-year periods. In the attachment to this section of the proposal (Other Narrative Attachment Form, Section 8), the complete set of evaluation activities for the academic programs are given in chart form. These evaluation activities will be completed within 60 days of the conclusion of each grant year. Once the evaluation activities are completed, four documents are prepared within another 30 days: (1) *Evaluation and Annual Statistical Abstract of CIBE Outreach*, prepared by the CIBE Director from assessments relating to CIBE outreach; (2) *Evaluation and Annual Statistical Abstract of the Graduate International Programs*, prepared by the Moore School Assessment Coordinator from assessments relating to the IMBA program; (3) *Evaluation and Annual Statistical Abstract of the Undergraduate International Business Major* from assessments relating to the undergraduate IB major prepared by Mr. Jason Beever; and (4) *Evaluation and*

*Annual Statistical Abstract of CIBE Research*, prepared by the CIBE Research Director from assessments relating to CIBE-sponsored research.

A major initiative of the proposed CIBE program - as described in Significance 5: Effectiveness in IB student competency development - is to develop a comprehensive and empirically based model for assessing the outcomes across a full range of international educational interventions. Our objective is to identify the most cost effective internationalization interventions given the background characteristics of a student as well as the desired outcomes. As we develop this model, we will be applying it to our IB undergraduate students to assess and refine our CIBE programmatic activities. We will also apply the same methodology to all other “IB student” populations across all our programming (graduate, executive and faculty), recognizing that the time horizon and background information will be more limited.

**Eval-5: Moore School will establish and engage faculty experts to evaluate program activities and to suggest strategic improvements and changes.** Dr. Pankaj Ghemawat,

Anselmo Rubiralta Professor of Global Strategy, IESE Business School, is a leading international business scholar and educator. He recently served on the AACSB Globalization of Management Education Task Force, authoring a chapter in the Globalization of Management Education report entitled “Responses to Forces of Change: A Focus on Curricular Content.” A widely recognized expert on globalization curricula, he has agreed to serve as an external reviewer for the CIBE programs and activities for the overall grant period. Dr. Ghemawat will be joined by one additional faculty member (TBD) and will conduct an assessment that will address the extent to which the program mandates of the CIBE grant are being achieved. They will also provide an assessment with regard to the overall strategic direction of Moore School’s international activities.



## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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## **Section 1**

### Other Narrative Attachment Form

- Acronym Key
- CIBE Advisory Council
- CIBE Advisory Council Appointment Letter

## **Acronym Key**

|        |  |
|--------|--|
| AACSB  | Association to Advance Collegiate Schools of Business                          |
| AACU   | Association of American Colleges and Universities                              |
| ACTFL  | American Council on the Teaching of Foreign Languages                          |
| AEDIB  | Alumni/Executive Development in International Business                         |
| AIB    | Academy of International Business  |
| AUC    | American University in Cairo   |
| BLCU   | Beijing Language and Culture University  |
| BLRT   | Business Language Research and Teaching  |
| BYU    | Brigham Young University   |
| CASSIE | Consortium for the Analysis of Student Success through International Education |
| CC     | Community College(s)   |
| CIBE   | Center for International Business Education                                    |
| CIFA   | Commerce International France Amerique   |
| CMCC   | CIBE MSI/CC Consortium   |
| CUHK   | Chinese University of Hong Kong  |
| CUIBE  | Consortium for Undergraduate International Business Education                  |
| DMC    | Daniel-Mickel Center for Executive Development                                 |
| DMSB   | Darla Moore School of Business   |
| EGADE  | Escuela de Graduados en Administración y Dirección de Empresas                 |
| ESSEC  | Asia-Pacific Business School (referred to as ESSEC)                            |
| ESCP   | Ecole Superieure de Commerce   |
| EU     | European Union   |
| FDIB   | Faculty Development in International Business                                  |
| FEN    | Facultad de Economía y Negocios, University of Chile                           |

|           |  |
|-----------|--|
| FGV-EBAPE | Fundação Getulio Vargas-Escola Brasileira de Administração Pública e de Empresas |
| FTU       | Foreign Trade University (Vietnam)   |
| GBI       | Global Business and Innovation   |
| HSE       | Higher School of Economics   |
| HRM       | Human Resource Management  |
| IB        | International Business   |
| IBA       | International Business in the Americas   |
| IBCE      | International Business and Chinese Enterprise                                    |
| IBEA      | International Business Education Alliance  |
| IBMENA    | International Business in the Middle East and North Africa                       |
| IESE      | IESE Business School, University of Navarra                                      |
| IIE       | Institute for International Education  |
| IMBA      | International Master of Business Administration                                  |
| IPHE      | International Perspectives on Higher Education                                   |
| ISLSP     | International Symposium for Languages for Specific Purposes                      |
| JIBS      | Journal of International Business Studies  |
| JuSTRAC   | Justice Sector Training, Research and Coordination Program                       |
| LEED      | Leadership in Energy & Environmental Design                                      |
| LLC       | Language, Literacy and Culture   |
| MBA       | Master of Business Administration  |
| MENA      | Middle East and North Africa   |
| MIB       | Master of International Business   |
| MIBS      | Master of International Business Studies   |
| MNCs      | Multinational Corporations   |
| MOU       | Memorandum of Understanding  |

|            |  |
|------------|--|
| MSI        | Minority-Serving Institution(s)  |
| MTC        | National Taiwan Normal University Mandarin Training Center               |
| NAFTA      | North American Free Trade Agreement                                      |
| NASBITE    | National Association of Small Business International Trade Exporters     |
| NDEC       | National Association of District Export Councils                         |
| NEU        | Northeastern University  |
| NGOs       | Non-Government Organizations   |
| OPI        | Oral Proficiency Interview   |
| OPIc       | Oral Proficiency Interview by Computer                                   |
| PACIBER    | Pacific Asian Consortium for International Business Education & Research |
| PhD        | Doctor of Philosophy   |
| PROJECT GO | Project Global Officer   |
| PwC        | Price Waterhouse and Coopers   |
| QTEM       | Quantitative Techniques for Economics and Management                     |
| ROLC       | Rule of Law Collaborative  |
| ROTC       | Reserve Officer Training Corps   |
| SCHC       | South Carolina Honors College  |
| SBDC       | Small Business Development Center  |
| SC         | South Carolina   |
| SKKU       | Sung Kyun Kwan University (South Korea)                                  |
| STSA       | Short-Term Study Abroad  |
| UC-Denver  | University of Colorado Denver  |
| US         | United States  |
| USC        | University of South Carolina   |

## **CIBE Advisory Council**

The Center Advisory Council was initially formed April 28, 1989, from the International Business Advisory Board of the then College of Business Administration.

The Advisory Council has met at least annually since the CIBE was established in 1990. The most recent meeting was conducted September 30, 2013, and the next scheduled meetings are September 2018 and April 2019. During this grant proposal period, the Center Advisory Council will meet at least annually to assess and advise on the program and activities conducted by CIBE.

The Center Advisory Council shall include:

- 1. One representative of an administrative department or office of the institution of higher (or a combination of these institutions):* **Dr. Allen Miller, Vice Provost and Director, International Programs, University of South Carolina**
- 2. One faculty representative of the business or management school or department of the institution (or a combination of these institutions):* **Dr. Peter Brews, Dean, Darla Moore School of Business, University of South Carolina**
- 3. One faculty representative of the international studies or foreign language school or department of the institution:* **Dr. Nicholas Vazsonyi, Chair, Department of Languages, Literatures and Cultures, University of South Carolina**
- 4. One faculty representative of another professional school or department of the institution, as appropriate:* **Dr. Robert Cox, Chair, Department of Political Science; Director of Walker Institute, University of South Carolina; Mr. Joel Samuels, Professor of Law, University of South Carolina Law School, University of South Carolina**
- 5. One or more representatives of local or regional businesses or firms:* **Mr. Barry Saunders, Vice President and Chief Financial Officer, Sonoco, Hartsville, SC; Mr. William Reynolds, Owner and President, Beaufort Tours, Columbia, SC**
- 6. One representative appointed by the Governor of the State in which the institution (or a combination of these institutions) is located whose normal responsibilities include official oversight or involvement in State-sponsored trade-related activities or programs:* **Mr. Fred Monk, Senior Advisor, International Strategy & Trade, South Carolina Department of Commerce (letter of appointment attached)**
- 7. Such other individuals as the institution of higher education (or a combination of these institutions) deems appropriate such as a representative of a community college in the region served by the center:* **Dr. Hildy Teegen, Professor of International Business, University of South Carolina; Dr. Tatiana Kostova, Professor of International Business, University of South Carolina; Dr. Charlene Spearen, Vice President for Academic Affairs; Allen University (MSI), Columbia, SC; Dr. Kareem Muhammad, Division Chair, Business and Social Sciences, Allen University (MSI); Mr. Rajgopal Sashti, Director, Nine University and College International Studies Consortium of Georgia, Middle Georgia State University (MSI), Macon, GA**



HENRY McMASTER  
GOVERNOR

May 31, 2018

Mr. Fred Monk  
Senior Advisor  
International Strategy & Trade  
South Carolina Department of Commerce  
1200 Main Street, #1600  
Columbia, South Carolina 29201

Dear Mr. Monk,

I am hereby confirming your appointment as a member of the International Business Advisory Council with term to commence June 1, 2018. Thank you for your service to the State of South Carolina.

If I may be of any assistance in the future, please do not hesitate to contact me.

Yours very truly,

A handwritten signature in blue ink, reading "Henry McMaster", is written over a horizontal line.

Henry McMaster

HM/tw

## **Section 2**

### **Other Narrative Attachment Form**

- CIBE Assurance Form
- Letters of Support
  - § Institute of International Education (IIE)
  - § Hitotsubashi University
  - § USC Executive Vice President for Academic Affairs and Provost
  - § South Carolina Department of Employment and Workforce
  - § South Carolina Small Business Development Center (SBDC)
  - § South Carolina Council on Competitiveness (SCCOC)
  - § Charleston Regional Development Alliance
  - § Irmo High School and Irmo Middle School



## CIBE Assurance Form

**INSTRUCTIONS:** Applicants are required to provide the following assurance. This assurance form must be signed by the authorized representatives of the applicant. Upload this form as item #2 in the Other Narrative Attachment Form section of the e-application.

The applicant hereby assures and certifies that:

1. In addition to conducting the extensive planning activities required under the eligibility section of the statute, the Center Advisory Council shall meet not less than once a year after the establishment of the Center to assess and advise on the programs and activities conducted by the Center;
2. There shall be ongoing collaboration in the establishment and operation of the Center by faculty of the business, management, foreign language, international studies and other professional schools or departments, as appropriate;
3. The education and training programs of the Center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in these programs.
4. The applicant will use the assistance provided under this program to supplement and not to supplant activities already being conducted by the applicant.

Debra J. Wingard  
Senior Sponsored Program Administrator  
Name and Title of Authorized Representative

Debra J. Wingard  
Signature

June 12, 2018  
Date

June 8, 2018

Centers for International Business Education Program  
US Department of Education  
Washington, D.C.

To Whom It May Concern:

I am pleased to offer this letter of support to the University of South Carolina for their grant proposal. As a leader in promoting international exchange, the Institute of International Education has long partnered with this university in fostering greater understanding between the US and the rest of the world through student and faculty scholar exchange via the Fulbright Program.

IIE, through its research division, is also actively involved in promoting rigorous research regarding our programming so that we can continuously improve our offerings by focusing on demonstrably valuable programming and through coupling innovation with careful evaluation programming. One such effort is our support for CASSIE, a consortium research program led at the University of Georgia to assess student success through international education. This research has provided critical insights into key outcomes including academic achievement and timely graduation for participants in overseas educational experiences.

The University of South Carolina's CIBE intends to complement the CASSIE research program by evaluating not only academic achievement indicators but also career and hiring organization outcomes critical to US business competitiveness in the future. We look forward to collaborating with the U of SC CIBE in this initiative and urge you to carefully consider the contributions this research program will make for institutions of higher education across the nation who invest scarce resources in international activities.

Sincerely,



Joan T. A. Gabel  
Executive Vice President for  
Academic Affairs and Provost

To Whom it May Concern:

The University of South Carolina has a long tradition of supporting excellence in international business education and view our academic programming in this arena to be vital to our public mission of supporting business competitiveness. Here in South Carolina, commercial trade and foreign direct investment are both critical engines of economic prosperity and our university plays an active role in preparing the workforce needed to fuel growth in our industries that excel on the global stage. We are most grateful to the US Department of Education for past support received to develop innovative programming touching students, faculty and practitioners at our institution and beyond.

Given the long history and broad programming reach of international business education and research at our university, we are particularly well-suited to propose the development of a comprehensive evaluation program to understand the value and impact of international education for our students and for the business organizations who hire them upon graduation. As a university committed to bringing rigorous academic insight to our own practices, we are pleased to support this evaluation program and hope to play an active role in providing the critical empirical evidence needed to assess the incremental and relative contributions that various internationally-oriented experiences and programs provide in developing productive graduates who can advance our national firms' competitiveness.

Our university stands ready to support the activities proposed in the CIBE grant application and this evaluation program in particular and is grateful for the opportunity to lend the expertise and dedication of many scholars and administrative leaders committed to ensuring the success of this effort. We anticipate that this initiative will appeal to many institutions within the CIBE network and we welcome the opportunity to collaborate with these universities on this initiative as well.

Sincerely,

Joan Gabel  
Executive Vice President for Academic Affairs and Provost



May 16, 2018

US Department of Education  
Centers for International Business Education  
Washington, DC

Dear Review Committee,

I am pleased to offer this letter of support in recognition of our collaboration with the Darla Moore School of Business at the University of South Carolina around industry competitiveness in the US. The South Carolina Council on Competitiveness is a statewide, business-led organization that identifies, launches, and builds scale behind economic growth initiatives. The organization's signature work is in the development of regional industries through clusters, as well as programs that address systemic issues threatening South Carolina's economic progress.

We have collaborated extensively with the Moore School around our state's cluster strategy over the past 10 years and have leveraged their faculty and student engagement on a number of initiatives in the past. The Moore School is one of six Institutions in the United States affiliated with Harvard Business School's Microeconomics of Competitiveness course which teaches a case study on South Carolina Council on Competitiveness and our state's growth in cluster development.

The current project envisioned within this grant renewal proposal concerns mapping overseas field experiences to industrial clusters in our region such that compelling comparisons between the US and strategic overseas markets can be drawn and that new business opportunities can be identified and executed for our cluster firms. This proposal would directly connect the work of the University to the relevant cluster activities within South Carolina with important impact on the growing success of our identified clusters.

Given the strong legacy of excellent international business education at the Moore School, we are certain that our region's most competitive firms in our most strategic industrial clusters will benefit greatly from this novel programming to explore new markets, new sources of investment capital and new innovative ideas through these field studies. We believe that these experiences will also serve to help our clusters identify and attract the Moore School's world-class talent as interns, consultants, and permanent hires into their firms in support of their globalization activities.

Thank you for your consideration of this proposal and know that we stand ready to provide the connectivity and convening power associated with our competitiveness work with our industry clusters to ensure that the Moore School's overseas field studies are meaningful and relevant to the advancement of our economy.

Respectfully Submitted,

Sue-Ann Gerald Shannon  
President & CEO



**CHARLESTON REGIONAL DEVELOPMENT ALLIANCE**  
Berkeley, Charleston & Dorchester Counties

June 8, 2018

Center for International Business Education Program  
U.S. Dept. of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

RE: Support for University of South Carolina CIBE grant renewal

To Whom it May Concern:

As Vice President, Global Competitiveness of the Charleston Regional Development Alliance (CRDA), the three-county Charleston metro's lead economic development organization, I am writing to express our strong support for the University of South Carolina's application for renewal of the Center for International Business Education grant.

The Charleston Regional Development Alliance is the regional economic development agency serving the 3-county Charleston, South Carolina metro in ensuring that we remain a globally competitive destination for business, entrepreneurs and talent. Our Charleston port, high impact global clusters like aerospace and automotive, and amenities attracting global visitors in record numbers make our region a key player in promoting US business competitiveness globally.

We have enjoyed the strong support of the University of South Carolina and the Center for International Business Education in advancing our work, including highly beneficial collaborations on two signature projects of importance for our global business competitiveness efforts.

We co-sponsored a comprehensive inventory and geo-mapping of creative economy firms in our region, including an assessment of these firms' impacts in employment and revenues; the current state of their global reach; limitations to growth; and workforce challenges, with particular emphasis on the role of institutions of higher education in closing these gaps. This work has proven valuable in developing strategy for future growth of this key cluster.

We also collaborated in bolstering "global fluency" in our region such that investing firms from overseas, and domestic firms competing globally, are engaged in a community of supportive, talented employees and advocates who strengthen our firms' abilities to succeed in the global marketplace. This initiative is on-going, and we anticipate ongoing progress in the global engagement of our community as a key attractor for growing businesses.

We look forward to future collaboration with the CIBE at USC in terms of their proposed evaluation program to assess impact of international activities undertaken while at university for career success in firms competing globally. Helping our firms source capable talent for their revenue growth in global markets is central to our organization's mission and we are delighted to have the opportunity to partner with the top ranked international business leader that is USC in this endeavor.

Sincerely,

A handwritten signature in black ink that reads "Steve Warner".

Stephen C. Warner  
Vice President, Global Competitiveness  
Charleston Regional Development Alliance

cc: David Ginn, CRDA President/CEO

May 29, 2018

Dr. Kendall Roth  
Chair, International Business Department  
Darla Moore School of Business  
1014 Greene St.  
Columbia, SC 29208

Dear Kendall,

On behalf of the South Carolina Small Business Development Centers (SC SBDC), I am pleased to express our support of your CIBER proposal. The SC SBDC has worked with Professor Messner and his predecessors on collaborative projects with their classes for more than six years. We consider this initiative to be highly successful and see added value for all parties if it is further enhanced and expanded.

These projects give students real world, practical experience that allows them to apply what they have learned in the classroom by working with actual businesses in a consulting capacity. They must complete an intensive project on a tight timeline, coordinating their efforts with the client, the professor and the SC SBDC consultant. Students have consistently cited how this experience has not only helped prepare them for future jobs, but how it has also been a key factor in actually landing those positions.

SC SBDC client companies receive targeted research and export business plans on global areas of interest. These services otherwise are unaffordable for most small to medium sized enterprises; and the student prepared business plans have been key to helping them build their international trade strategies.

It is programs like this that help equip our youth to handle responsible jobs while also helping to create real economic impact for our communities.

Sincerely,



Michele D. Abraham  
State Director  
South Carolina Small Business Development Centers



May 28, 2018

Dr. Kendall Roth  
Senior Associate Dean of International Programs and Partnerships  
Chair, Sonoco Department of International Business; Executive Director, CIBER  
Department of International Business  
Darla Moore School of Business

Dear Dr. Roth,

We look forward to continuing our collaboration co-sponsoring our annual Darla Moore School of Business-Hitotsubashi University International Conference on Corporate Finance, focusing on international topics important to corporate finance.

This academic conference has created a forum of discussion among distinguished scholars on the most recent and relevant practices and issues in the area of international corporate finance, including corporate governance, the role of governments in shaping corporate governance and corporate policies, and corporate social responsibility. In addition to promoting high-quality theoretical and empirical research, the conference is proving to be very valuable in furthering advanced understanding and building research ties between scholars from various locations around the world. Moreover, the conference is a good opportunity for doctoral students to meet distinguished scholars and increase their awareness of relevant topics in international corporate finance.

To conclude, the conference has been very successful on all levels and has served to strengthen the relationship between the Moore School of Business and Hitotsubashi University.

Sincerely yours,



Toyohiko Hachiya, Ph.D.  
Dean, Graduate School of Business Administration  
Hitotsubashi University



6671 ST. ANDREWS ROAD, COLUMBIA SC 29212  
PHONE 803.476.3000 FAX 803.476.3020

David Riegel, Principal  
Dr. Kaaren Hampton, Assistant Principal for Instruction  
Dr. John McMillan, Assistant Principal  
Willie Olawsky, Assistant Principal  
Jeffrey Corley, Assistant Principal  
Ricky Tillmon, Administrative Assistant Principal

May 30, 2018

To Whom It May Concern:

I am pleased to offer this letter of support for USC College of Business to support the CIBER grant application.

Irmo High School is a diverse school serving a suburb of Columbia, South Carolina, in close proximity to the University of South Carolina. Our school is located in an active commercial area with a large number of businesses nearby. Irmo High School has approximately 60% of its students receiving subsidized lunch. Our school is approximately 55% African American and 30% Caucasian, with the remaining 15% a mixture of mixed races, Hispanic, and Asian students. We also serve approximately 80 students whose second language is English. Many of our state testing results are at or below the state average, while our graduation rate is above state and national averages. Approximately 20% of our students receive services through an Individual Education Plan or Section 504 Plan. Approximately 60% of our students go on to some form of college after high school. Our diverse school is inclusive and tolerant of differences.

The USC College of Business has been a valuable partner to IHS. As an International Baccalaureate World School, we are interested in maintaining a relationship for the benefit of our students. As one of the area's only IB programs with an IB Business HL Management course, have a strong connection to the premier international college of business in the United States. Many of our students move on to USC after graduation and have an interest in the College of Business. The students from the College of Business began visiting our school last year and working with our World Language students to develop their language skills and learn more about the College of Business. We are also an IB Career Related Programme school in the application phase with an eye towards beginning our program in 2019. In our planning, the IB HL Business Management course is a critical part of this exciting new program. Our partnership with the USC College of Business will lend a strong level of support to this program.

Our faculty will benefit as well from the connection to USC with workshops on being internationally minded in their approach to the curriculum. Our IB program is evaluated in part on our ability to approach problems from an international perspective. The Irmo High faculty is always interested in expanding their perspective to make teaching more relevant for students.

Sincerely,

Dave Riegel  
Principal

---

***IN OURSELVES, OUR FUTURE LIES.***





6051 Wescott Road  
Columbia, SC 29212  
Phone: (803)-476-3600  
Fax: (803)-476-3620

[www.lexrich5.org/ima](http://www.lexrich5.org/ima)

Cassandra Paschal  
Principal  
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Mansa Joseph  
Asst. Principal  
[mjoseph@lexrich5.org](mailto:mjoseph@lexrich5.org)

School District #5  
Of Lexington/Richland  
Counties

---

June 1, 2018

To Whom It May Concern:

It is with great enthusiasm that I offer support for the University of South Carolina College of International Business CIBER grant application. Irmo Middle School International Academic Magnet has been an active partner with the International School of Business for the last few years. The school's diverse population coupled with our global infusion make this partnership rich and meaningful for all parties involved.

Irmo Middle School International Academic Magnet is in the suburb of Columbia, South Carolina. This makes it less than 30 minutes away from the University of South Carolina campus. Irmo Middle School racial demographics are as follows: 47% African American, 37% Caucasian, 6% two or more races, and 5% Hispanic. We serve about 60 students whose second language is English with almost 20 different languages represented in our school. This diversity offers an instructional environment that provides the students a deeper understanding of the world around them and acceptance.

The students, faculty and staff of Irmo Middle School International Academic Magnet have benefitted and will continue to benefit from the partnership with the University of South Carolina International School of Business. With the support of the CIBER grant, this partnership will be able to expand and bolster the educational experience for all of the students involved.

Sincerely,

A handwritten signature in black ink, appearing to read "Cassy Paschal", written in a cursive style.

Cassy Paschal  
Principal

### **Section 3**

#### **Other Narrative Attachment Form**

- Meeting the Purpose of the Authorizing Statute
  - § Mandatory Activities, Competitive Preference Priorities and Invitational Priority
  - § International Programs and Partners
  - § National-Level CIBE MSI/CC Consortium (CMCC) Members
  - § Southeast Regional MSI/CC Consortium Members
  - § Southeast Regional MSI/CC Consortium/Collaboration Support Letter - Nine University & College International Studies Consortium of Georgia
  - § FDIB-Africa Program Brochure
  - § Diversity and Inclusion (D&I) Information

## Meeting the Purpose of the Authorizing Statue Mandatory Activities

This table conveys the USC CIBE activities that meet the mandatory activities for CIBEs, as defined in Title VI of the Higher Education Act.

- (a) *interdisciplinary programs which incorporate foreign language and international studies training into business, finance, management communications systems, and other professional curricular;*

|                         |  |
|-------------------------|--|
| <b>PhD 1:</b>           | <b>Doctoral Student Education – Dual Degree Doctoral Consortium</b>  |
| <b>PhD 2:</b>           | <b>Doctoral Student Education – IB Doctoral Course Development</b>   |
| <b>Graduate 1:</b>      | <b>Professional Graduate Programs: MIB Program – Double Degree Development</b>   |
| <b>Graduate 2:</b>      | <b>Professional Graduate Programs: MIB Program – MIB Articulation Agreements</b>   |
| <b>Graduate 3:</b>      | <b>Professional Graduate Programs: MIB Program – MIB Analytics “Bootcamp”</b>  |
| <b>Graduate 4:</b>      | <b>Professional Graduate Programs: MIB Program – MIB Analytics</b>   |
| <b>Graduate 5:</b>      | <b>Professional Graduate Programs: MIB Program – MIB Analytics International Partnership</b>   |
| <b>Graduate 6:</b>      | <b>Professional Graduate Programs: MIB Program – Executive MIB Programs/International Strategy/International Finance Certificates - SHORELIGHT</b> |
| <b>Graduate 7:</b>      | <b>Professional Graduate Programs: International MBA (IMBA) Program – IMBA International Strategy/International Finance Certificates</b>           |
| <b>Undergraduate 1:</b> | <b>Undergraduate Cohort Programs – International Business MENA (IBMENA) Program</b>  |
| <b>Undergraduate 2:</b> | <b>Undergraduate Cohort Programs – Language and Regional Cohort Programs</b>   |
| <b>Undergraduate 3:</b> | <b>Undergraduate Cohort Programs – Multi-Country/Thematic Cohort Programs</b>  |
| <b>Undergraduate 4:</b> | <b>International Business Major – International Business Analytics</b>   |
| <b>Undergraduate 5:</b> | <b>International Business Major – International Business Analytics – Experiential Projects and Internships</b>                                     |
| <b>Undergraduate 6:</b> | <b>International Business Major – International Business Analytics – International Partnership with Universidad de Chile</b>                       |

**Meeting the Purpose of the Authorizing Statute  
Mandatory Activities (continued)**

- |                          |   |
|--------------------------|---|
| <b>Undergraduate 7:</b>  | <b>Internationalization of Undergraduate Education – Global Graduate Leadership Distinction (non-IB Majors)</b>   |
| <b>Undergraduate 8:</b>  | <b>International Business Major – Functional Major (Accelerated Design)</b>   |
| <b>Undergraduate 9:</b>  | <b>International Business Major – Reserve Officer Training Corp (ROTC) Initiative with Department of Languages, Literatures and Cultures (LLC) – Project GO</b> |
| <b>Undergraduate 10:</b> | <b>Functional Major Programs – Development of Business Language Programs with Department of Languages, Literatures and Cultures – OPI &amp; OPIc</b>            |
| <b>Undergraduate 11:</b> | <b>Functional Major Programs – Development of Business Language Programs with Department of Languages, Literatures and Cultures</b>                             |
| <b>Undergraduate 12:</b> | <b>Functional Major Programs – Development of STSA Programs with LLC</b>  |
| <b>Undergraduate 13:</b> | <b>International Business Major – Critical Thinking Initiative in Collaboration with the USC Honors College (SCHC) – IB Thesis Development</b>                  |
| <b>Undergraduate 14:</b> | <b>International Business Major – Critical Thinking Initiative in Collaboration with the USC Honors College (SCHC) – IB Thesis Research Conference</b>          |
| <b>Undergraduate 15:</b> | <b>International Business Education – Course Embedded STSA Programs</b>   |
| <b>Undergraduate 16:</b> | <b>International Business Education – Online Course (International Marketing and International Finance)</b>   |
| <b>Undergraduate 17:</b> | <b>International Business Education – New STSA Programs</b>   |
- (b) interdisciplinary programs which provide business, finance, management, communications systems, and other professional training for foreign language and international studies faculty and advance degree candidates;*
- |                          |   |
|--------------------------|---|
| <b>Undergraduate 12:</b> | <b>Functional Major Programs – Development of STSA Programs with LLC</b>                        |
| <b>Undergraduate 17:</b> | <b>International Business Education – New STSA Programs</b>                                     |
| <b>Outreach 1:</b>       | <b>National/Regional Outreach – MSI/CC Internationalization Initiative (Southeast Regional)</b> |

**Meeting the Purpose of the Authorizing Statute  
Mandatory Activities (continued)**

**Outreach 2:**                    **National/Regional Outreach – CIBE MSI/CC Consortium (CMCC) Initiative (National-Level)**

**Outreach 14:**                **National/Regional Outreach – Biennial ISLSP/CIBE Language Conference**

*(c) programs, such as intensive language programs, available to members of the business community and other professionals which are designed to develop or enhance their international skills, awareness, and expertise;*

**Business 1:**                **Outreach to Businesses/Government – Automotive Industry Cluster Initiative**

**Business 2:**                **Outreach to Businesses/Government – Export-Market Entry Consulting Initiative with SDBC**

**Business 3:**                **Outreach to Businesses/Government – Executive Education Open and Custom Programs**

**Business 4:**                **Outreach to Businesses/Government – Executive Education on Business, Language and Culture**

**Business 5:**                **Outreach to Businesses/Government – International Speaker Series Initiative in Collaboration with the Folks Center for International Business, Walker Institute and Palmetto Forum**

**Business 6:**                **Outreach to Businesses/Government – Transnational Law and IB Blog with Nexsen Pruet**

**Business 7:**                **Outreach to Businesses/Government – Rule of Law Speaker Series**

**Outreach 3:**                **National/Regional Outreach – Biennial Institutional Frontiers Research Conference**

**Outreach 4:**                **National/Regional Outreach – Annual Comparative Governance Research Conference with Hitotsubashi University**

**Outreach 8:**                **National/Regional Outreach – Annual FDIB-Sub-Saharan Africa Program**

**Outreach 9:**                **National/Regional Outreach – Annual Alumni/Executive Development in IB (AEDIB) Program**

**Outreach 11:**              **National/Regional Outreach – Annual FDIB-MENA Program (with BYU)**

**Meeting the Purpose of the Authorizing Statute  
Mandatory Activities (continued)**

**Outreach 12:**            **National/Regional Outreach – Annual FDIB-China/Hong Kong Program (with UC Denver)**

**Outreach 13:**            **National/Regional Outreach – Annual FDIB-Pacific Alliance Program (with Miami)**

(d) *collaborative programs, activities, or research involving other institutions of higher education, local educational agencies, professional associations, businesses, firms or combinations thereof, to promote the development of international skills, awareness, and expertise among current and prospective members of the business community and other professionals;*

**Graduate 5:**            **Professional Graduate Programs: MIB Program – MIB Analytics International Partnership**

**Undergraduate 6:**    **International Business Major – International Business Analytics – International Partnership with Universidad de Chile**

**Undergraduate 9:**    **International Business Major – Reserve Officer Training Corp (ROTC) Initiative with Department of Languages, Literatures and Cultures (LLC) – Project GO**

**Undergraduate 16:**   **International Business Education – Online Course (International Marketing and International Finance)**

**Business 1:**            **Outreach to Businesses/Government – Automotive Industry Cluster Initiative**

**Business 2:**            **Outreach to Businesses/Government – Export-Market Entry Consulting Initiative with SDBC**

**Business 3:**            **Outreach to Businesses/Government – Executive Education Open and Custom Programs**

**Business 4:**            **Outreach to Businesses/Government – Executive Education on Business, Language and Culture**

**Business 5:**            **Outreach to Businesses/Government – International Speaker Series Initiative in Collaboration with the Folks Center for International Business, Walker Institute and Palmetto Forum**

**Business 6:**            **Outreach to Businesses/Government – Transnational Law and IB Blog with Nexsen Pruet**

**Business 7:**            **Outreach to Businesses/Government – Rule of Law Speaker Series**

**Meeting the Purpose of the Authorizing Statute  
Mandatory Activities (continued)**

- Outreach 3:                   National/Regional Outreach – Biennial Institutional Frontiers Research Conference**
- Outreach 4:                   National/Regional Outreach – Annual Comparative Governance Research Conference with Hitotsubashi University**
- Outreach 8:                   National/Regional Outreach – Annual FDIB-Sub-Saharan Africa Program**
- Outreach 9:                   National/Regional Outreach – Annual Alumni/Executive Development in IB (AEDIB) Program**
- Outreach 11:                 National/Regional Outreach – Annual FDIB-MENA Program (with BYU)**
- Outreach 12:                National/Regional Outreach – Annual FDIB-China/Hong Kong Program (with UC Denver)**
- Outreach 13:                National/Regional Outreach – Annual FDIB-Pacific Alliance Program (with Miami)**

(e) *research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula; and*

- Undergraduate 13:        International Business Major – Critical Thinking Initiative in Collaboration with the USC Honors College (SCHC) – IB Thesis Development**
- Undergraduate 14:        International Business Major – Critical Thinking Initiative in Collaboration with the USC Honors College (SCHC) – IB Thesis Research Conference**
- Outreach 2:                 National/Regional Outreach – CIBE MSI/CC Consortium (CMCC) Initiative (National-Level)**
- Outreach 3:                 National/Regional Outreach – Biennial Institutional Frontiers Research Conference**
- Outreach 4:                 National/Regional Outreach – Annual Comparative Governance Research Conference with Hitotsubashi University**
- Outreach 5:                 National/Regional Outreach – African Research Workshop with Stellenbosch University (South Africa)**
- Outreach 10:                National/Regional Outreach – USC International Perspectives on Higher Education (IPHE)**

**Meeting the Purpose of the Authorizing Statute  
Mandatory Activities (continued)**

|                            |   |
|----------------------------|---|
| <b>Outreach 14:</b>        | <b>National/Regional Outreach – Biennial ISLSP/CIBE Language Conference</b>             |
| <b>Outreach 15:</b>        | <b>National/Regional Outreach – CIBE Book Series – FDIB Programs (with Maryland)</b>    |
| <b>Outreach 16:</b>        | <b>National/Regional Outreach – CUIBE, PACIBER, NASBITE and NDEC Annual Memberships</b> |
| <b>Research Theme 1:</b>   | <b>Comparative Corporate Governance, Institutions and Global Strategy</b>               |
| <b>Research Theme 2:</b>   | <b>Innovation, Technological Disruption and Global Competitiveness of MNCs</b>          |
| <b>Research Theme 3:</b>   | <b>Business-Government Relations and the Management of Political Risk</b>               |
| <b>Research Theme 4:</b>   | <b>Ethics and Responsible Global Business Leadership</b>                                |
| <b>Research Theme 21:</b>  | <b>Competitive International Business Research Program – CIBE Scholars</b>              |
| <b>Project Evaluation:</b> | <b>Effectiveness in IB Student Competency Development Research</b>                      |

(f) *research designed to promote the international competitiveness of American businesses and firms, including those not currently active in international trade.*

|                          |  |
|--------------------------|--|
| <b>Business 1:</b>       | <b>Outreach to Businesses/Government – Automotive Industry Cluster Initiative</b>                                  |
| <b>Business 2:</b>       | <b>Outreach to Businesses/Government – Export-Market Entry Consulting Initiative with SDBC</b>                     |
| <b>Outreach 4:</b>       | <b>National/Regional Outreach – Annual Comparative Governance Research Conference with Hitotsubashi University</b> |
| <b>Outreach 5:</b>       | <b>National/Regional Outreach – African Research Workshop with Stellenbosch University (South Africa)</b>          |
| <b>Research Theme 1:</b> | <b>Comparative Corporate Governance, Institutions and Global Strategy</b>  |
| <b>Research Theme 2:</b> | <b>Innovation, Technological Disruption and Global Competitiveness of MNCs</b>                                     |
| <b>Research Theme 3:</b> | <b>Business-Government Relations and the Management of Political Risk</b>  |



**Meeting the Purpose of the Authorizing Statue  
Mandatory Activities (continued)**

**Research Theme 4: Ethics and Responsible Global Business Leadership**

**Research Theme 21: Competitive International Business Research Program – CIBE Scholars**

## **Meeting the Purpose of the Authorizing Statute Competitive Preference Priority 1**

*Propose to collaborate with one or more professional associations and/or businesses on activities designed to expand employment opportunities for international business students, such as internships and work-study opportunities.*

The University of South Carolina CIBE collaborates with a significant number of businesses, as all of our International MBA (IMBA) students are required to have at least a 3-month internship working for a multinational corporation (**Graduate 7**). Also, our dual degree and cohort Master of International Business (MIB) programs require lengthy internships (**Graduate 1, 2, 5 and 6**). Furthermore, our Undergraduate cohort programs (**Undergraduate 1, 2 and 3**) also require internships/field studies. These internships and work-study projects often lead to full time employment opportunities.

Our major business outreach initiative (**Business 1**) is in collaboration with two professional associations (SC Department of Commerce and the SC Council on Competitiveness), and will have international business students working on teams for Volvo comprised of faculty, executives and policy officials. We are collaborating with Small Business Development Center (SBDC) (**Business 2**) where international business students conduct market entry studies for SBDC clients. A full list of CIBE collaborations that will expand employment opportunities for international business students include:

|                          |  |
|--------------------------|--|
| <b>Graduate 1:</b>       | <b>Professional Graduate Programs: MIB Program – Double Degree Development</b>   |
| <b>Graduate 2:</b>       | <b>Professional Graduate Programs: MIB Program – MIB Articulation Agreements</b>   |
| <b>Graduate 5:</b>       | <b>Professional Graduate Programs: MIB Program – MIB Analytics International Partnership</b>   |
| <b>Graduate 6:</b>       | <b>Professional Graduate Programs: MIB Program – Executive MIB Programs/International Strategy/International Finance Certificates - SHORELIGHT</b> |
| <b>Graduate 7:</b>       | <b>Professional Graduate Programs: International MBA (IMBA) Program – IMBA International Strategy/International Finance Certificates</b>           |
| <b>Undergraduate 1:</b>  | <b>Undergraduate Cohort Programs – International Business MENA (IBMENA) Program</b>  |
| <b>Undergraduate 2:</b>  | <b>Undergraduate Cohort Programs – Language and Regional Cohort Programs</b>   |
| <b>Undergraduate 3:</b>  | <b>Undergraduate Cohort Programs – Multi-Country/Thematic Cohort Programs</b>  |
| <b>Undergraduate 5:</b>  | <b>International Business Major – International Business Analytics – Experiential Projects and Internships</b>                                     |
| <b>Undergraduate 16:</b> | <b>International Business Education – Online Course (International Marketing and International Finance)</b>  |

**Meeting the Purpose of the Authorizing Statute  
Competitive Preference Priority 1  
(continued)**

|                     |   |
|---------------------|---|
| <b>Business 1:</b>  | <b>Outreach to Businesses/Government – Automotive Industry Cluster Initiative</b>   |
| <b>Business 2:</b>  | <b>Outreach to Businesses/Government – Export-Market Entry Consulting Initiative with SDBC</b>  |
| <b>Business 3:</b>  | <b>Outreach to Businesses/Government – Executive Education Open and Custom Programs</b>   |
| <b>Business 4:</b>  | <b>Outreach to Businesses/Government – Executive Education on Business, Language and Culture</b>  |
| <b>Business 5:</b>  | <b>Outreach to Businesses/Government – International Speaker Series Initiative in Collaboration with the Folks Center for International Business, Walker Institute and Palmetto Forum</b> |
| <b>Business 6:</b>  | <b>Outreach to Businesses/Government – Transnational Law and IB Blog with Nexsen Pruet</b>  |
| <b>Business 7:</b>  | <b>Outreach to Businesses/Government – Rule of Law Speaker Series</b>   |
| <b>Outreach 1:</b>  | <b>National/Regional Outreach – MSI/CC Internationalization Initiative (Southeast Regional)</b>   |
| <b>Outreach 2:</b>  | <b>National/Regional Outreach – CIBE MSI/CC Consortium (CMCC) Initiative (National-Level)</b>   |
| <b>Outreach 3:</b>  | <b>National/Regional Outreach – Biennial Institutional Frontiers Research Conference</b>  |
| <b>Outreach 4:</b>  | <b>National/Regional Outreach – Annual Comparative Governance Research Conference with Hitotsubashi University</b>  |
| <b>Outreach 5:</b>  | <b>National/Regional Outreach – African Research Workshop with Stellenbosch University (South Africa)</b>   |
| <b>Outreach 16:</b> | <b>National/Regional Outreach – CUIBE, PACIBER, NASBITE and NDEC Annual Memberships</b>   |
| <b>Outreach 17:</b> | <b>National/Regional Outreach – Office of IB Student Outreach with Magnet Schools</b>   |

## **Meeting the Purpose of the Authorizing Statute Competitive Preference Priority 2**

*Propose significant and sustained collaborative activities with one or more Minority-Serving Institutions (MSIs) and/or with one or more community colleges. These activities must be designed to incorporate international, intercultural, or global dimensions into the business curriculum of the MSI(s) and/or community college(s).*

The University of South Carolina CIBE has designed and will lead-manage both a comprehensive regional-level and national-level internationalization process (**Outreach 1 and 2**) that will directly assist faculty to incorporate international dimensions into existing courses, develop international-specific courses, develop experiential international courses (e.g. short term study abroad courses) and become engaged in international scholarship. CIBE and the Moore School faculty have longstanding expertise in each of these faculty development activities. The USC CIBE has arranged a collaboration with other regional universities that will impact more than 50 MSI/CC (Southeast Regional Consortium – **Outreach 1**) and a consortium of 10 universities across the U.S. (National-Level Consortium – **Outreach 2**) that will impact more than 200 MSI/CC institutions and their faculty and students (see attached collaboration letter of support and list of consortium schools).

Beyond the **Outreach 1 and Outreach 2** initiatives detailed above, the faculty and students of underrepresented schools are highlighted as priority for funding support to participate in the following activities during the four-year grant cycle:

|                          |   |
|--------------------------|---|
| <b>Business 3:</b>       | <b>Outreach to Businesses/Government – Executive Education Open and Custom Programs</b>                                     |
| <b>Undergraduate 15:</b> | <b>International Business Education – Course Embedded STSA Programs</b>   |
| <b>Undergraduate 17:</b> | <b>International Business Education – New STSA Programs</b>   |
| <b>Outreach 3:</b>       | <b>National/Regional Outreach – Biennial Institutional Frontiers Research Conference</b>                                    |
| <b>Outreach 4:</b>       | <b>National/Regional Outreach – Annual Comparative Governance Research Conference with Hitosubashi University</b>           |
| <b>Outreach 5:</b>       | <b>National/Regional Outreach – African Research Workshop with Stellenbosch University (South Africa)</b>                   |
| <b>Outreach 6:</b>       | <b>National/Regional Outreach – Faculty Development in International Business (FDIB) Programs</b>                           |
| <b>Outreach 7:</b>       | <b>National/Regional Outreach – Faculty Development in International Business (FDIB) Programs – New Courses Development</b> |
| <b>Outreach 8:</b>       | <b>National/Regional Outreach – Annual FDIB-Sub-Saharan Africa Program</b>  |
| <b>Outreach 9:</b>       | <b>National/Regional Outreach – Annual Alumni/Executive Development in IB (AEDIB) Program</b>                               |

**Meeting the Purpose of the Authorizing Statute  
Competitive Preference Priority 2  
(continued)**

- Outreach 10:**            **National/Regional Outreach – USC International Perspectives on Higher Education (IPHE)**
- Outreach 11:**            **National/Regional Outreach – Annual FDIB-MENA Program (with BYU)**
- Outreach 12:**            **National/Regional Outreach – Annual FDIB-China/Hong Kong Program (with UC Denver)**
- Outreach 13:**            **National/Regional Outreach – Annual FDIB-Pacific Alliance Program (with Miami)**
- Outreach 14:**            **National/Regional Outreach – Biennial ISLSP/CIBE Language Conference**
- Outreach 15:**            **National/Regional Outreach – CIBE Book Series – FDIB Programs (with Maryland)**
- Research Theme 21:**    **Competitive International Business Research Program – CIBE Scholars**

## **Meeting the Purpose of the Authorizing Statute Invitational Priority**

*Propose programs or activities focused on language instruction and/or performance testing and assessment to strengthen the preparation of international business professionals.*

The University of South Carolina CIBE will engage in a wide range of activities to support both language instruction and assessment of international business professionals. Our most significant initiative is the development of language-focused cohort programs (**Undergraduate 1, 2 and 3**). The cohort programs are structured to provide extensive language instruction and time in country, with the objective of developing full professional proficiency. The USC CIBE will support cohort programs in Mandarin, Arabic, Portuguese, French, German, Russian, and Spanish. Proposed CIBE programs and activities that support the Invitational Priority are:

|                          |  |
|--------------------------|--|
| <b>Graduate 1:</b>       | <b>Professional Graduate Programs: MIB Program – Double Degree Development</b>   |
| <b>Graduate 2:</b>       | <b>Professional Graduate Programs: MIB Program – MIB Articulation Agreements</b>   |
| <b>Graduate 5:</b>       | <b>Professional Graduate Programs: MIB Program – MIB Analytics International Partnership</b>   |
| <b>Graduate 7:</b>       | <b>Professional Graduate Programs: International MBA (IMBA) Program – IMBA International Strategy/International Finance Certificates</b>             |
| <b>Undergraduate 1:</b>  | <b>Undergraduate Cohort Programs – International Business MENA (IBMENA) Program</b>  |
| <b>Undergraduate 2:</b>  | <b>Undergraduate Cohort Programs – Language and Regional Cohort Programs</b>   |
| <b>Undergraduate 3:</b>  | <b>Undergraduate Cohort Programs – Multi-Country/Thematic Cohort Programs</b>  |
| <b>Undergraduate 5:</b>  | <b>International Business Major – International Business Analytics – Experiential Projects and Internships</b>                                       |
| <b>Undergraduate 6:</b>  | <b>International Business Major – International Business Analytics – International Partnership with Universidad de Chile</b>                         |
| <b>Undergraduate 10:</b> | <b>Functional Major Programs – Development of Business Language Programs with Department of Languages, Literatures and Cultures – OPI &amp; OPIc</b> |
| <b>Undergraduate 11:</b> | <b>Functional Major Programs – Development of Business Language Programs with Department of Languages, Literatures and Cultures</b>                  |

**Meeting the Purpose of the Authorizing Statute  
Invitational Priority  
(continued)**

|                            |  |
|----------------------------|--|
| <b>Undergraduate 12:</b>   | <b>Functional Major Programs – Development of STSA Programs with LLC</b>                         |
| <b>Undergraduate 15:</b>   | <b>International Business Education – Course Embedded STSA Programs</b>                          |
| <b>Undergraduate 17:</b>   | <b>International Business Education – New STSA Programs</b>                                      |
| <b>Business 3:</b>         | <b>Outreach to Businesses/Government – Executive Education Open and Custom Programs</b>          |
| <b>Business 4:</b>         | <b>Outreach to Businesses/Government – Executive Education on Business, Language and Culture</b> |
| <b>Outreach 1:</b>         | <b>National/Regional Outreach – MSI/CC Internationalization Initiative (Southeast Regional)</b>  |
| <b>Outreach 2:</b>         | <b>National/Regional Outreach – CIBE MSI/CC Consortium (CMCC) Initiative (National-Level)</b>    |
| <b>Outreach 14:</b>        | <b>National/Regional Outreach – Biennial ISLSP/CIBE Language Conference</b>                      |
| <b>Project Evaluation:</b> | <b>Evaluation and Assessment of CIBE Programs and Activities</b>                                 |

International Programs and Partnerships  
Darla Moore School of Business  
June 2018

1. Undergraduate International Business Major Study Abroad Partners

Western Europe

- ESSEC Business School - Cergy, France
- University Paris Dauphine - Paris, France
- Groupe Kedge Business School - Marseilles, France
- em lyon business school - Saint-Etienne, France
- Erasmus University - Rotterdam, Netherlands
- Nyenrode Business Universiteit - Breukelen, Netherlands\*
- Tilburg University - Tilburg, Netherlands
- University of Mannheim - Mannheim, Germany
- Ludwig-Maximilians-Universität München (LMU) - Munich, Germany
- WHU Otto Beisheim School of Management - Vallendar, Germany
- University Catholique de Louvain - Brussels, Belgium
- ICHEC Brussels Management School - Brussels, Belgium
- WU Wien - Vienna, Austria
- University of St. Gallen - St. Gallen, Switzerland
- Zurich University of Applied Sciences - Zurich, Switzerland

Northern Europe

- Oxford University - Lady Margaret Hall - Oxford, England
- University of Warwick - Coventry, England
- University of Strathclyde - Glasgow, Scotland
- University of Edinburgh - Edinburgh, Scotland
- Jonkoping International Business School - Jonkoping, Sweden
- University of Gothenburg - Gothenburg, Sweden
- Aalto University School of Business - Helsinki, Finland
- Copenhagen School of Business - Copenhagen, Denmark
- BI Norwegian Business School - Oslo, Norway

Eastern Europe

- Corvinus University of Budapest - Budapest, Hungary
- University of Economics, Prague (VSE) - Prague, Czech Republic
- St. Petersburg State University - St. Petersburg, Russia\*

Southern Europe

- Bocconi University - Milan, Italy
- LUISS - Rome, Italy
- CUNEF - Madrid, Spain
- IE Business School - Madrid, Spain
- University Carlos III de Madrid - Madrid, Spain
- University de Navarra - Pamplona, Spain

Eastern Asia

- Tsinghua University - Beijing, China
- Renmin University - Beijing, China
- Shanghai Jiao Tong University - Shanghai, China
- Fudan University - Shanghai, China
- Chinese University of Hong Kong Shenzhen Campus - Shenzhen, China
- Chinese University of Hong Kong - Hong Kong
- City University of Hong Kong - Hong Kong



- Hong Kong Polytechnic University - Hong Kong
- National Chengchi University of Taiwan - Taipei, Taiwan
- National Tsing Hua University Taiwan - Hsinchu, Taiwan
- Keio University - Tokyo, Japan
- Waseda University - Tokyo, Japan
- Hitotsubashi University - Tokyo, Japan
- National University of Singapore - Singapore
- Yonsei University - Seoul, S. Korea
- Korean University Business School - Seoul, S. Korea
- Sungkyunkwan University Business School - Seoul, S. Korea
- Foreign Trade University - Hanoi, Vietnam
- National Economics University - Hanoi, Vietnam\*

#### Western Asia

- Hebrew University of Jerusalem - Jerusalem, Israel
- Koc University - Istanbul, Turkey
- University of Sharjah - Sharjah, UAE
- Ajman University - Ajman, UAE\*

#### Oceania

- Queensland University of Technology - Brisbane, Australia
- University of Auckland - Auckland, New Zealand

#### Central America

- Tecnológico de Monterrey - Guadalajara, Mexico

#### South America

- Universidad de Chile - Santiago, Chile
- Universidad Torcuata di Tella - Buenos Aires, Argentina
- FGV EBAPE - Rio de Janeiro, Brazil
- Pontificia Universidade Católica do Rio de Janeiro - Rio de Janeiro, Brazil
- Universidad ORT Uruguay - Montevideo, Uruguay
- Pontificia Universidad Católica of Peru - Lima, Peru

#### Northern Africa

- ESCA School of Management - Casablanca, Morocco
- American University in Cairo - Cairo, Egypt

#### Southern Africa

- Stellenbosch University - Stellenbosch, South Africa\*

## 2. Undergraduate International Business Major Cohort Programs

- CIFA Commerce International France Amérique - University Paris-Dauphine, Paris, France
- IBEA International Business Education Alliance - University of Mannheim, Germany; ESSEC-Singapore, FGV EBAPE-Rio de Janeiro, Brazil
- GBI Global Business Innovation- CUHK-Shenzhen, University of Auckland, USC\*
- IBCE International Business and Chinese Enterprise (IBCE) - Chinese University of Hong Kong, National Taiwan Normal University, Beijing Language and Culture University
- IBA International Business in the Americas - University de Chile, Santiago, Chile
- IBMENA International Business in the Middle East and North Africa - American University in Cairo, Egypt\*

3. Master in International Business (MIB) Dual Degree Programs
  - University of Mannheim - Mannheim, Germany
  - Bocconi University - Milan, Italy
  - ESCP - Paris, France
  - Higher School of Economics - Moscow, Russia
  - Aalto University School of Business - Helsinki, Finland\*
  - Koc University - Istanbul, Turkey
  - Shanghai Jiao Tong University, Antai College - Shanghai, China
  - ESSEC Business School - Cergy, France; Singapore\*
4. Graduate Study Abroad Partners
  - Aalto University School of Business - Helsinki, Finland
  - Copenhagen Business School - Copenhagen, Denmark
  - WHU Otto Beisheim School of Management - Vallendar, Germany
  - WU Wien - Vienna, Austria
  - Solvay Brussels School Economics & Management - Brussels, Belgium\*
  - Fudan University - Shanghai, China
  - Tsinghua University - Beijing, China
  - Queensland QUT- Brisbane, Australia
  - Indian Institute of Management Bangalore - Bangalore, India
  - Kyoto University - Kyoto, Japan
5. Executive International MBA (EIMBA) Dual Degree Programs
  - Chonnam National University - Gwangju, Korea
  - National Taiwan Normal University - Taipei, Taiwan
  - ESAN - Lima Peru\*
6. PhD Dual Degree
  - em lyon business school, Ecully Cedex, France
  - Universidad de Chile, FEN - Santiago, Chile\*
  - Tec de Monterrey, EGADE Business School - Monterrey, Mexico\*
7. Faculty Directed Short Term Study Abroad Programs
  - Vienna, Bratislava, Prague
  - London
  - Munich
  - Frankfurt, Stuttgart, Munich
  - Vienna, Budapest, Bratislava, Prague
  - Mykonos, Athens
  - Barcelona
  - Florence, Rome, Sorrento
  - Amsterdam
  - Oslo, Bergen, Stavanger
  - Beijing, Tianjin, Dandong
  - Tokyo
  - Singapore
  - Havana
  - Buenos Aires, Montevideo
  - Santiago, Buenos Aires
  - Moscow, St. Petersburg

**National-Level MSI/CC Outreach Consortium 2018-2022**  
Member Schools

**Brigham Young University**  
(Provo, UT)

**Florida International University**  
(Miami, FL)

**The George Washington University**  
(Washington, DC)

**Georgia Institute of Technology**  
(Atlanta, GA)

**The Ohio State University**  
(Columbus, OH)

**San Diego State University**  
(San Diego, CA)

**University of Connecticut**  
(Storrs, CT)

**University of Maryland**  
(College Park, MD)

**University of Miami**  
(Miami, FL)

**University of South Carolina**  
(Columbia, SC)

**University of Washington**  
(Seattle, WA)

## **Southeast Regional MSI/CC Outreach Consortium 2018-2022**

Consortium Leaders: Georgia Institute of Technology, University of Miami and University of South Carolina

Member Schools (\* denotes primary partner school with consortium leaders)

### **Georgia**

Abraham Baldwin College  
Albany State University  
Albany Technical College  
Athens Technical College  
Atlanta Metropolitan State College  
Atlanta Technical College  
Augusta Technical College  
Bainbridge College  
Central Georgia Technical College  
Clark Atlanta University  
Clayton State University  
Coastal Pines Technical College  
Columbus State University  
Columbus Technical College  
Dalton State College  
Fayetteville State University  
Fort Valley State University  
Georgia Gwinnett  
Georgia Highlands College  
Georgia Northwestern Tech College  
Georgia Perimeter College  
Georgia Piedmont Technical College  
Georgia Southwestern State University  
Gwinnet Technical College  
Lanier Technical College  
Middle Georgia State College  
Morehouse College  
Morgan State University  
North Georgia Technical College  
Oconee Fall Line Technical College  
Ogeechee Technical College  
**Savannah State University \***  
Savannah Technical College  
Spellman College  
South Georgia Technical College  
Southeastern Technical College  
Southern Crescent Technical College  
Southern Regional Technical College  
West Georgia Technical College  
Wiregrass Georgia Technical College

Other schools:

Alabama A& M University  
Hampton University (Virginia)  
Howard University (Wash, DC)  
New Mexico Highlands University  
Norfolk State University (Virginia)  
North Carolina A&T  
Southern University (Louisiana)  
Tennessee State University  
University of Puerto Rico  
University of Texas – San Antonio

### **Florida**

Bethune-Cookman University  
Broward Community College  
Carlos Albizu University  
City College, Fort Lauderdale  
City College, Casselberry  
City College, Miami  
Edward Waters College  
Florida A&M University  
Florida Institute of Technology  
Florida International University  
Florida Memorial University  
Jones College  
**Miami Dade College \***  
Miami Lakes Educational Center  
Miami-Dade County Public Schools  
Robert Morgan Educational Center  
Saint Thomas University

### **South Carolina**

Aiken Technical College  
**Allen University \***  
Benedict College  
Central Carolina Technical College  
Claflin University  
Clinton Junior College  
Denmark Technical College  
Florence Darlington Tech College  
Greenville Technical College  
Horry Georgetown Tech College  
Midlands Technical College  
Northeastern Technical College  
Orangeburg Calhoun Tech College  
Piedmont Technical College  
South Carolina State University  
Spartanburg Community College  
Tech College of the Lowcountry  
Tri County Technical College  
Trident Technical College  
University of SC Lancaster  
University of SC Salkehatchie  
University of SC Sumter  
University of SC Union  
Voorhees College  
Williamsburg Technical College  
W.L. Bonner College  
Williamsburg Technical College  
York Technical College



**Middle Georgia**  
State University

College of Arts & Sciences  
100 University Parkway, Macon, GA 31206  
478.471.2490 mga.edu

Macon

Cochran  
Dublin

Eastman

Warner Robins

and online everywhere

April 23, 2018

Dr. Kendall Roth  
Senior Associate Dean for International Programs and Partnerships  
CIBER Executive Director  
Darla Moore School of Business  
University of South Carolina

Re: Middle Georgia State University and the Nine University and College International Studies Consortium of Georgia  
Collaboration with the University of South Carolina CIBER: 2018-2022

Dear Dr. Roth:

It is my pleasure as the Director of the Nine University and College International Studies Consortium to provide this letter of support and commitment to you, the Darla Moore School of Business and the University of South Carolina for the upcoming four-year CIBER grant cycle. Our current partnership with you has been a mutually beneficial and enduring relationship, yielding outstanding results and providing significant impact to our faculty, staff and students by expanding the range of international business education offerings to Minority Serving Institutions (MSI), Community Colleges (CC) and other previously underrepresented institutions in the state of Georgia.

As you are aware, our consortium schools have a combined enrollment 68,500+ students (52% non-white) and is dedicated to the enhancement of international business education, foreign language and culture activities, including faculty and curriculum development and study abroad. Member institutions of our consortium (see attached listing), established in 1993, include two Historically Black Colleges and Universities, (HBCUs) and several two- and four-year states colleges and universities with minority enrollments ranging from 25-100%. A majority of our schools offer associate and bachelor's degrees and are located in remote, rural and socially and economically isolated parts of Georgia.

During the past year, more than 80 MSI/CC faculty from the Nine University and College Consortium attended CIBER-funded workshops in Atlanta, GA on instructing regional programs for India and Africa, taught by Moore School faculty Wolfgang Messner and Robert Rolfe, respectively. Over the course of the current four-year CIBER grant cycle, more than 15 consortium faculty have attended Faculty Development seminars in Columbia, SC – instructed by Moore School faculty Tatiana Kostova, Andrew Spicer and Chuck Kwok - and/or participated in various Faculty Development Overseas programs to sub-Saharan Africa. Overall, the consortium and its faculty have been the recipient of more than \$75,000 in direct CIBER funds to support these activities and programs since 2014.

I strongly support the CIBER proposal of the University of South Carolina for the 2018-2022 cycle, and look forward to continue partnering with you on various innovative activities and projects that benefit MSI/CC schools in our consortium and throughout the U.S. I have no doubt that renewal of funding for your university will enhance our partnership and positively impact faculty development, student engagement and internationalization at this critical time for our organization and member schools.

Thank you very much.

Sincerely,

Rajgopal ("Raj") Sashti  
Director, Nine University and College International Studies Consortium of Georgia  
Tel: 404-550-4805  
raj.sashti@mga.edu

**Member Institutions of the Consortium**

Middle Georgia State University, Macon (Lead University and Headquarters of the Consortium)

Abraham Baldwin Agricultural College, Tifton

Albany State University, Albany (HBCU)

Clayton State University, Morrow,

Columbus State University, Columbus

Dalton State College, Dalton (Hispanic Serving Institution)

Fort Valley State University (HBCU)

Georgia Highlands College, Rom/Cartersville

Gordon State College, Barnesville

University of North Georgia, Dahlonega



# 11TH ANNUAL FDIB-AFRICA

UNDERSTANDING THE BUSINESS CHALLENGES OF SUB-SAHARAN AFRICA

## South Africa, Botswana, Swaziland and Zambia

May 7 - 22, 2017

| <u>Date</u> | <u>Event Location / Activity</u>        |
|-------------|---|
| May 7       | Arrive Cape Town, South Africa          |
| May 8-12    | Academic, Business and Cultural Visits  |
| May 13      | Depart for Zambia and Botswana          |
| May 14-16   | Business and Cultural Visits            |
| May 17      | Depart for Manzini, Swaziland           |
| May 18-20   | Academic, Business and Cultural Visits  |
| May 21      | Final Program Outbriefing/Depart for US |
| May 22      | Arrive U.S.                             |

**Faculty or Business Professional:** \$4,500  
**Spouse or Adult Guest:** \$3,750  
**Graduate Student:** \$3,500

The fee covers: double-occupancy lodging throughout the program (single occupancy may be purchased for an additional \$1,000 fee if available); many program meals (although most meals other than breakfast are NOT covered); all in-and around ground transportation; and most entry fees to parks, tours, museums and other exhibits and attractions.

Note that the fee does NOT cover round-trip airfare to Cape Town, South Africa and from Manzini, Swaziland. Airfare is the responsibility of participants and their spouses/guests.

*Note: Business, academic and cultural events scheduled include Stellenbosch University and the University of Cape Town; U.S. Embassies; AMCHAMS, Chambers of Mines, Agribusiness, ICT companies, NGO's, MNC's and other local and regional businesses; and Robben Island, Table Mountain, Cape of Good Hope, Victoria Falls, Chobe National Park. A detailed schedule of all events and activities for participants (and their guests) will be supplied upon approval of application and confirmation for participation in the program.*

*\*Schedule is subject to change.*

To apply, either print, complete and submit the attached application form OR click the link below:

**APPLY NOW**

### 2017 FDIB-AFRICA CIBERCONSORTIUM MEMBERS & CO-SPONSORS

Brigham Young University  
The George Washington University  
Indiana University  
Michigan State University  
San Diego State University  
Texas A&M University  
University of Connecticut  
University of Colorado Denver  
University of South Carolina



UNIVERSITY OF  
**SOUTH CAROLINA**  
Darla Moore School of Business

**CIBER** SOUTH CAROLINA  
CENTER FOR INTERNATIONAL BUSINESS EDUCATION & RESEARCH  
DARLA MOORE SCHOOL OF BUSINESS



## FDIB-Africa Program

The Faculty Development in International Business (FDIB) – Africa program is offered by the University of South Carolina CIBER. This program, funded in part by the U.S. Department of Education and managed and led by the SC CIBER, focuses on providing participating faculty and professionals a unique overseas study opportunity, which will ultimately assist the United States in its international competitiveness via pedagogy, research and business outreach.

## Program Objective

The objective of the FDIB-Africa program is to raise faculty and professional awareness of the economic, political, business and cultural environments that exist in sub-Saharan Africa today, and ultimately to leverage that new-found, first-hand awareness into competence and expertise in classrooms, boardrooms and research campuses throughout the United States.

## Miscellaneous Expenses

Participants will be responsible for any personal and/or additional expenses including, but not exclusive to: visas, passports, airport taxes, internet, phone, lodging incidentals or extensions, meals not covered in the program, V.A.T., appropriate tips and any other “freetime” tours or excursions not covered in the program fee.

## Required Documents

- **PASSPORT** with a minimum of six months validity after date of return from Africa
- **TOURIST VISA (SOUTH AFRICA)\*** - not required of U.S. citizens
- **TOURIST VISA (BOTSWANA)\*** - not required of U.S. citizens
- **TOURIST VISA (SWAZILAND)\*** - not required of U.S. citizens
- **TOURIST VISA (ZAMBIA)\*** - multiple entry visa required of all U.S. citizens and will be obtained upon initial arrival in Livingstone, Zambia
- **PROOF OF HEALTH INSURANCE**
- **RELEASE AND ASSUMPTION OF RISK** - available in this brochure and on the SC CIBER website
- **TRAVEL INSURANCE** - participants are **REQUIRED** to provide proof of international travel insurance for this trip that covers, at a minimum, emergency medical evacuation and repatriation of remains.

**\*Note:** Please consult your nearest consulate concerning tourist visa acquisition if you are not a U.S. passport holder.

## Weather and Dress Code

Participants will travel to Africa during the end of the fall season and should pack clothing for both cool and warm weather, since temperatures will fluctuate from region to region and from day to night. Dress code for business visits is business casual. We will go on a game drive, so please pack accordingly; recommended items include comfortable shoes, insect repellent, sunglasses and wetweather gear.

## Vaccinations and Prescriptions

Recommended other up-to-date vaccinations (e.g., hepatitis, tetanus) and malaria medication are also highly recommended. Please consult your nearest consulate, as well as your physician, to ensure you have proper medical preparation for your trip. For all Rx medication, please handcarry your prescription.

## Application Form

*Qualified participants are selected on a first-come, first-served basis until all positions are filled.*

**Please complete the application form below or on and email to our address provided on the back of the brochure. You may also apply on-line at <http://moore.sc.edu/fd>**

- o \$4,500: Faculty or Business Participant, DOUBLE-room occupancy
- o \$3,750: Spouse/Guest of Participant, DOUBLE-room occupancy
- o \$3,500: Graduate Student, DOUBLE-room occupancy
- o I will pay an additional \$1,000 fee for single-room occupancy, if available.

|   |                        |           |
|---|------------------------|-----------|
| First Name  | Middle Initial         | Last Name |
| Home Address  |                        |           |
| City  | State                  | Zip       |
| Home Phone  |                        |           |
| University and Department/Area                                |                        | Title     |
| Email Address   |                        |           |
| Nationality   | Country of Citizenship |           |
| Emergency Contact Info: Full Name                             |                        |           |
| Emergency Contact Info: Address                               |                        |           |
| Emergency Contact Info: Home Phone and Mobile Phone           |                        |           |
| Emergency Contact Info: Email                                 |                        |           |
| Medical Information: Allergies, Pre-Existing Conditions, Etc. |                        |           |

**Please note that the program is subject to change; participants will receive a final program schedule NLT Dec 15, 2016.**

## Program Contact Information

**Mike Shealy, CIBER Director**

FDIB Program Director and Logistics Coordinator

Email: [shealy@sc.edu](mailto:shealy@sc.edu)

**Robert Rolfe, FDIB Academic Program Director**

Professor, International Business

Email: [rolfer@moore.sc.edu](mailto:rolfer@moore.sc.edu)

**Kendall Roth, Senior Associate Dean**

of International Programs and Partnerships

Email: [krath@moore.sc.edu](mailto:krath@moore.sc.edu)



## **Diversity and Inclusion (D&I)**

The University of South Carolina and the Darla Moore School of Business (Moore School) is committed to diversity and inclusion, and to equal opportunity with regard to race, color, religion, sex, gender, national origin, age, disability, sexual orientation and veteran status for all faculty, staff, students, stakeholders and partners, as well as for visitors and guests, of the university. Below are some of the activities, projects and events that help illustrate and define the Moore School's and the University of South Carolina's commitment to diversity, inclusion and equal opportunity.

### **Strategic Diversity and Inclusion Information and Planning**

<https://create.piktochart.com/output/26674513-new-piktochart?presentation=true>

### **D&I Student Council**

The Darla Moore School of Business (Moore School) Diversity and Inclusion Student Council was established in 2016 with the purpose of obtaining feedback on the climate for inclusion within the Moore School. The Council is active and has been transitioning into a student organization model. Its main purposes currently are:

- Advising the School on the climate for D&I within the school
- Creating community for students interested in D&I
- Creating a venue for the school to address the needs of different student populations and connect them with internal as well as external opportunities
- Clinical Assistant Professor Alice Leri, Moore School of Business Associate Dean for Diversity and Inclusion currently chairs and advises the council

### **Special Events and Class Lectures**

School-wide events have been supplemented with guest lectures on D&I topics in multiple undergraduate and graduate classes. The Department of Management has also created a new course on D&I for HR students, available to all Moore School students and, in most cases, university-wide students (in space allows). Academic integration of D&I within our Moore School core undergraduate curriculum is one of the main priorities. The Business at Moore (BAM) program is designed for high-achieving, high school juniors who, due to belonging to groups previously underrepresented in business, have expressed an interest in pursuing a business degree. Participants live on campus for one week, enabling them to explore the many opportunities available to them to experience a "snapshot" of college life. The program, begun in 2006 with this format, was enhanced in 2017 with an academic/administrative task force working to bring efficiency and scalability into the program, as well as to enhance its impact regarding diversity and inclusion.

### **YBLA Collaboration**

The Moore School has been collaborating since Fall 2016 with the Young Black Leadership Alliance (YBLA) to serve the student population in Charlotte by providing resources for university and college visits. Young Black Men and Young Black Women leadership alliance is a non-profit organization based in Charlotte that focuses on the development of young African-American talents. The organization currently accounts for about 186 highly achieving members enrolled in secondary education, and in the past years, it has had a 95 percent success rate in enrolling seniors in competitive higher education institutions in the Southeast. A chapter of the organization will soon open in Columbia.

## **Section 4**

### Other Narrative Attachment Form

- Meeting the Criteria on Significance and Project Design

## **2.1. Significance 1**

### **International Business (IB) Programmatic and Curriculum Development**

#### National Significance of Programs

- New Pedagogical and Curriculum Designs for International Business Education
- Provides New and Exceptional IB training Opportunities for U.S. Students
- National-Level Sharing of Opportunities and Dissemination of Outcomes

#### Portfolio of Leading Internationally-focused Programs

- Six (6) Doctoral Dual Degrees in International Business
- Nine (9) Master Dual Degree Programs in International Business
- Six (6) Additional Articulation Agreements in Master Programs
- Eleven (11) Undergraduate International Business Cohort Programs
- Numerous Executive Education, Certificate and Degree Programs

#### International Data Analytics with multiple competency levels

- Introductory
- Certificate-based
- Advanced international data analytics specializations with partner schools
  - Solvay Business School
  - Universidad de Chile

#### Innovation and Global Entrepreneurship

- New Courses
  - Global Entrepreneurship
  - Comparative Innovation Systems
- Advanced Specializations - Dual Degrees
  - Aalto – Design Thinking
  - Emlyon - Global Entrepreneurship
  - CUHK-Shenzhen/University of Auckland - Global Business Innovation (GBI) Program

## **2.2. Significance 2**

### **Expanding the Research Frontiers**

#### Research Mission of CIBE

- Serve as the National Research Center for the Study of International Business from an Interdisciplinary and Institutional Perspective
- Promote the International Competitiveness of American Businesses and Firms
  - Provide the Appropriate Strategic Response to Multinational Corporations' (MNCs) Facing New Cross-Border Challenges and Threats
  - Develop Capabilities for MNC's to Conduct Business in Risky, Volatile and Institutionally-Immature Country Environments
  - Understand How to Sustain U.S. Global Competitiveness in the Face of Aggressive Competition from around the World

#### USC CIBE Themes to Address the Research Mission

- Research Theme 1: Promote the International Competitiveness of American Businesses and Firms
  - The Cognitive-Culture Embeddedness of Family Firms: Implications for Prevalence, Strategy and Performance
  - A Process Model of Family Firm Internationalization
  - Does State Ownership Hurt or Help Minority Shareholders? International Evidence from Control Block Acquisitions
  - The Effects of Corporate Governance on the Strategy, Success and Failure of Mergers and Acquisitions
  - Varieties of Capitalism and Effectiveness of Standard Human Resource Management (HRM) Practices across Countries
- Research Theme 2: Innovation, Technological Disruption and Global Competitiveness of MNCs
  - Quality Infrastructure for the 21<sup>st</sup> Century
  - Does Business Model Innovation Create Value for Companies? A Multi-Level Contingency Analysis
  - Ownership Structure and National Competitiveness
  - Iteration Strategies for Successful Digital Innovation
- Research Theme 3: Business-Government Relations and the Management of Political Risk
  - Formation and Strategic Deployment of Political Capital
  - State Ownership and Political Connections
  - Understanding the Value of Politician-Director Appointments
  - Political Connections and Speed of Financing in Investment Projects around the World
  - Investor Reactions to Political Violence: The Case of the Egyptian Spring

## 2.2. Significance 2

### Expanding the Research Frontiers (continued)

- Research Theme 4: Ethics and Responsible Global Leadership
  - Is Privatization a Socially Responsible Reform?
  - Decoupling Corporate Social Responsibility in Emerging Market MNC's
  - Does Corporate Social Responsibility Reduce the Costs of High Leverage? Evidence from Capital Structure and Product Markets Interactions
  - An Institution-based view of the Impact of Female Directors on Corporate Social Performance across Different Cultural Contexts
  - Meta-Analysis of the Effectiveness of Voluntary Environmental Programs
  - The Impact of Corporate Governance and Institutions on Climate Change-Related Reporting by Multinational Companies

#### CIBE Research Scholars

- Annual Competitive Research Awards
  - International Business Topics Important to U.S. Trade and Competitiveness
  - Six (6) Awards; \$2K-\$4K Annually
  - Available to non-IB Department Faculty throughout the USC system

Attached below are the detailed project descriptions for each of the individual research topics listed above:

**Research 1: The cognitive-cultural embeddedness of family firms: Implications for prevalence, strategy, and performance.** Family firms are dominant economic actors in terms of growth and employment around the world yet research on these types of organizations is still disproportionately little compared to non-family firms. This research program will extend findings that suggest cross-country variation in family firms' prevalence, strategic choices, and performance. It will address the question "How does the national institutional context affect the prevalence, strategic choices and performance of family firms?" The research will employ a novel conceptualization and measurement of institutional forces that better capture the specificity of the phenomenon being studied. Instead of employing general institutional indicators, the study will introduce the notion of "family-legitimizing environment" (FLE) – the extent to which a national context is characterized by a distinctive set of social structures, relationships, and values that lend centrality to the family as the basic unit of economic production and to kinship ties as the predominant carrier of social and economic exchange. Such context affects the pervasiveness of family firms and conditions their strategic choices, shaping ultimately financial outcomes.

**Research 2: A process model of family firm internationalization.** A substantial amount of work, primarily variance-based research, has been done in the last decade to assess whether family firms internationalize more or less than their non-family counterparts. This research program continues this line of work addressing a related but understudied question - How family firms internationalize and is the process of internationalization of family firms distinct from that of non-family firms? Given the infancy of this research, the study will take a grounded theory approach to identifying the characteristics of the internationalization processes of several European family firms. The initial findings are intriguing and

warrant a deeper examination of the sample firms. For example, the study finds preliminary evidence of similarity in the trajectories of internationalization among the firms, which suggests that it might be possible to develop a tentative multi-stage process model of family firm internationalization. Furthermore, the study highlights the importance of the concept of familiness, which seems to play a decisive role in initiating or inhibiting internationalization as well as influencing various subsequent aspects of the internationalization process. Another initial insight that will be further examined is the stabilizing and destabilizing processes related to family firm internationalization. All in all, the planned outcome of this study is to propose a family firm-specific process model of internationalization, which would add substantially to the literature and the practice of family business.

**Research 3: Does state ownership hurt or help minority shareholders? International evidence from control block acquisitions.** The one-sided appropriation of corporate wealth by dominant owners is arguably the single-biggest threat to minority shareholders around the globe. An important question that has thus far remained unaddressed is whether state ownership of firms increases or decreases the extraction of these so-called private benefits of control (PBC). This research will use a large sample of transactions involving the transfer of corporate control across 54 countries to assess the role of state ownership. The preliminary findings suggest that states generally respect minority shareholder rights more than other types of controlling shareholders. The study will further investigate the contingency effects of certain regulatory conditions, especially the degree to which the country has provisions against self-dealing. It will also examine the political constraints impacting the role of the state in corporate governance and situations where highly capable states (mis)use the firms they own as policy vehicles.

**Research 4: The effects of corporate governance on the strategy, success, and failure of mergers and acquisitions.** What drives success in mergers and acquisitions from the perspective of stock market participants? This study will examine the effects of board control and CEO discretion coupled with acquirer experience and M&A strategy on the perception of deal success. Based on the literature, the study hypothesizes that first, the market prefers certain types of M&A over others, and more importantly, second, that it perceives that different levels of board control or CEO direction are necessary to ensure that success. Inversely, it identifies certain factors, such as the interrelation between these governance mechanisms and acquirer characteristics that are likely to lead to M&A failure. This research will use a large sample of M&As completed by North American public manufacturing companies between 1996 and 2015 and employ a fuzzy-set qualitative comparative analysis. Preliminary results suggest that for domestic deals stronger board control is necessary for the market to have faith in a deal, while cross-border deals require more acquirer financial resources and CEO discretion. When completed, this research will provide useful insights on the corporate governance configurations that drive perceptions of success or failure in M&As.

**Research 5: Varieties of capitalism and effectiveness of standard human resource management (HRM) practices across countries.** This is a large project consisting of several studies which will examine the contextual effects of different national institutional systems on the effectiveness of several HRM practices that are being globally diffused and adopted. The research will examine three particular aspects of HRM issues: human capital development in start-up companies; pay differences across gender; and pay-for-performance in organizations. It will use a combination of secondary and proprietary data from Germany, the US, and other countries to analyze the cross-country differences in these practices. Upon completion, the study will provide valuable understanding for how pay and human capital leads to better individual and organizational engagement and performance, and how this varies by leadership style and organizational structure. The cross-national lens is further informed by recent changes in German pay reporting standards providing for insightful comparisons between the institutional contexts of Germany, the UK and the US.

**Research 6: Quality infrastructure for the 21st century.** This is a large-scale research program on improving innovation and competitiveness of small and medium size enterprises (SMEs) through institutions, collaborations, and knowledge diffusion between different actors in a particular country environment. It focuses on the emergence of new forms of “quality infrastructure” – the configurations of public-private institutions that help SMEs in more backward regions overcome technological and skills gaps and become globally competitive. It extends past research on SME clusters across different industries in Mexico, Brazil, Argentina, and other countries, to similar industries (e.g., autoparts suppliers and fresh produce exporters) in the Southeast of the US as well as in other countries in East Asia and South America. As part of examining the “quality infrastructure” for innovation, this research will identify the main factors helping SMEs upgrade their products, process, and functions in order to insert themselves into global value chains and compete in the world. The study will explore different routes to building new organizations and institutions that can advance local knowledge creation and catapult firms and industries from a seemingly low equilibrium trap to the technological frontier (Bresser Pereira, 2010; Rodrik, 2007). These include public-private partnerships that promote innovation, transfer of knowledge from advanced foreign MNEs to local producers, as well as organic growth of local companies through cluster formation and effective investment strategies. This research program will constitute a significant contribution to the literatures on innovation and competitiveness, transnational integration, and governance institutions. It will also provide critical knowledge for SMEs in the region of how to increase their innovation capabilities and global competitiveness.

**Research 7: Ownership structure and national competitiveness.** In “The Competitive Advantage of Nations”, Porter pointed to firm strategy and structure as important determinants of competitiveness. As part of this broad idea, this study will examine the role of the ownership make-up of countries on their competitiveness. In particular, the study will investigate how the cross-country differences in ownership structure and ownership identity, measured by the prevalence of family firms in a particular country (FFP), influence national competitiveness, operationalized in two indicators – exporting and outward foreign direct investment. The main argument in the study is that family firms’ organizing preferences and capabilities support exporting but restrict outward FDI. The model proposes a series of positive effects of FFP on country-level competitiveness associated with exporting and negative effects on competitiveness variables associated with outward FDI. The study uses a unique cross-country dataset on FFP using a novel method in which estimates are extracted from both published and unpublished academic studies. Preliminary results provide support for the hypotheses, thus suggesting a rather nuanced view of how family firms can contribute to economic development.

**Research 8: Does business model innovation create Value for companies? A multi-level contingency analysis.** This study examines the impact of business model innovation on companies’ outcomes, and the conditions under which such innovations create positive value. The study will use advanced multi-level meta-analysis technique (HOMA, MASEM, and MARA) synthesizing extant knowledge on business model innovation from 75 primary empirical studies across 16 countries. Based on the dynamic capability perspective, the study theorizes that first, entrepreneurial orientation and environments characterized by high levels of competition and volatility drive business model innovation in organizations, and second, the positive impact of business model innovation on firm performance is contingent on firm size, industry, and certain institutional characteristics. Once completed, this research will inform managers when, under what conditions, they should expect the most out of strategic initiatives promoting business model innovation.

**Research 9: Iteration strategies for successful digital innovation.** In contrast to conventional innovations, digital innovations are built on the principles of iteration and evolvability whereby their scope, features and functionalities can be extended after introduction to the market. This results in a fluid and dynamic competitive landscape, characterized by short-lived advantages and high-velocity of markets. Innovating in the digital economy particularly favors such incremental “strategy by doing”, since

the re-programmability of digital products enables the firm to resolve market uncertainties with low-cost experiments. The objective of this project is to examine how iteration and a firm's knowledge diversity affect a digital innovation's performance. The study will use a large mobile App database, which is currently being developed. This research will contribute to the innovation literature in three major ways: (1) recognizing that success in digital innovations depends on product renewal and should be measured by continuous value creation instead of a priori assessment (such as patents); (2) understanding how demand-side learning determines the innovation outcome, and (3) providing insights into the integration mechanism of sequential experimentation in product renewal.

**Research 10: Formation and strategic deployment of political capital.** In entering new markets and maintaining established market share, companies increasingly deploy political capital aimed at securing a business-friendly regulatory environment and the goodwill of political actors. This project examines different pathways towards building political capital, including lobbying, campaign finance, and informal connections, among others. It will also study the various ways in which political capital is deployed and how it impacts the financial outcomes and the legitimacy of MNEs. Finally, the project will examine the contingency effects of national institutional context on both formation and deployment of political capital. Once completed, this research will provide useful knowledge to companies on the portfolio of tools they have at their disposal for management of political capital, as well as the most effective tools in particular institutional contexts.

**Research 11: State ownership and political connections: A review of performance consequences, strategic actions, and institutional contingencies.** The influence of the state on firms in the global economy is alive and well. States have become dominant owners of companies in many countries around the world. Firms have also increasingly established political connections to access resources and improve their competitive positions. The objective of this study is to research how state ownership and political connections affect firm performance. Using meta-analytical techniques on a sample of 209 studies spanning across 139 countries, this project will examine the questions of how state ownership and political connections affect firm do national-level contextual factors influence the way state involvement affects these outcomes. Tentative results show that state ownership has a small negative effect on firm performance and that political connections have no direct consequences for performance. However, both state ownership and political connections have a profound effect on the strategies firms pursue, and this effect is influenced by contextual factors, including state capacity and political ideology. Once completed, this study will constitute a major contribution to the knowledge on political strategies and state ownership.

**Research 12: Understanding the value of politician-director appointments.** Despite the global prevalence of the appointment of politicians on corporate boards, research to date has documented inconsistent findings on whether such appointments create value for the firms that appoint them. The objective of this work is to specify the conditions under which political appointments create (or destroy) firm value. The main idea in the study is that by itself, the appointment of a politician-director does not consistently create or destroy firm value. By unpacking the mechanisms through which politician-directors may influence firm performance, the study proposes the value-creating potential of political cooptation is determined by the type of benefits it may bring to the firm, the functional attributes of the politicians appointed, and the institutional context in which cooptation takes place. The model will be tested using event study methodology on a large sample of 1,063 companies in 14 developed economies from 2001 to 2010. Upon completion, this research will provide valuable insights into the potential benefits of appointing politicians on the Board of Directors.

**Research 13: Political connections and speed of financing in investment projects around the world.** This study examines whether and how firms deploy different types of political capital - based on either relationships with top political leaders or on experience with policy-making - to manage the



projects they sponsor. Specifically, it examines how political connections in combination with several other widely recognized antecedents of project performance affect the speed of financing of large infrastructure projects sponsored by French firms worldwide. The study provides an empirical examination of these questions.

**Research 14: Investor reactions to political violence: The case of the Egyptian spring.**

Political violence is generally seen as detrimental to business. This study will develop a finer-grained link between violent events and investor valuations of firms during violent regime challenges. The project will develop and test the idea that political violence decreases the value of firms the most when it signals to investors uncertainty about the duration of the violent conflict. Specifically, it hypothesizes that investors react more negatively to politically violent events signaling either high or low state power than to those signaling intermediate levels of such power. The research will use an event study methodology to analyze 191 spells of political violence during the ‘Egyptian Spring’. Preliminary tests suggest a U-shaped relationship between state power—defined as the perceived ability of the incumbent national government to remain in charge of its jurisdiction—and investor reactions to politically violent events. In addition, the study will explore the moderating effects of the type of government (elected or interim) and firm’s growth prospects, its ownership concentration, and its dependence on the domestic market.

**Research 15: Is privatization a socially responsible reform?** The main objective of this project is to examine the link between corporate social responsibility (CSR) and form of ownership, including an analysis of state-owned enterprises (SOEs) which have been newly privatized (NPFs). The theoretical model will be built on the literatures on corporate governance, privatization, and CSR and will be tested with cross-country data on CSR performance from more than 40 countries over a long period of about 20 years. The specific questions addressed will examine the comparative performance of NPFs versus other publicly listed firms and the role of the residual state ownership in the privatized firms. Furthermore, it will explore the trade-off between the political objectives of the government and the profit maximization objectives of private owners and also the impact of the national institutional context on the state ownership-CSR performance relation.

**Research 16: Decoupling corporate social responsibility in emerging market multinationals.**

This project is motivated by the rise of MNCs from emerging markets (EM-MNEs) and the lack of understanding among the global business community of their true responsibility motives and performance. Research shows that these firms typically face liabilities of origin, as global stakeholders are suspicious of their capabilities and commitment to the emerging global standards for socially responsible conduct, and that, to overcome these liabilities, these firms increasingly adopt corporate social responsibility (CSR) reporting as a global legitimation strategy. Less is known about whether CSR reporting is consistent with the actual CSR performance of these firms or it is used in a “ceremonial” legitimation-seeking way. Drawing on neo-institutional theory, this study will examine what determines the degree to which EM-MNEs “decouple” their CSR activities. In particular, it will explore the effects of the dual embeddedness of EM-MNEs in their home country and the global institutional environment. Based on the literature, the study will also propose that the likelihood of decoupling will be influenced by the severity of the institutional voids in the home country and the degree of internationalization of the firms. The model will be tested with data from the largest EM-MNEs from 15 emerging markets and their CSR performance between 2005 and 2012.

**Research 17: Does corporate social responsibility reduce the costs of high leverage?**

**Evidence from capital structure and product markets interactions.** Research on capital structure and product markets interactions shows that high leverage is associated with substantial losses in market share due to unfavorable actions by customers and competitors. This study will examine whether corporate social responsibility (CSR) affects firms’ interactions with customers and competitors and potentially reduces the costs of high leverage. There is reason to propose (based on the literature) that engaging in

CSR may reduce performance losses, for example, market share, even when firms are highly leveraged. By reducing adverse behavior by customers and competitors, CSR is likely to help highly leveraged firms keep customers and guard against rival predation. If the model is empirically supported, it will provide evidence in favor of the stakeholder value maximization view of CSR.

**Research 18: An institution-based view of the impact of female directors on corporate social performance across different cultural contexts.** As expectations about the positive impact of businesses on society continue to grow, corporate boards are playing an increasingly important role in shaping the corporate social responsibility (CSR) agenda and in monitoring firms' actual performance in this area (or corporate social performance, CSP). Concurrently, governments and societal stakeholders worldwide have been promoting greater gender diversity in the boardrooms of publicly traded corporations. There is an open question however as to the importance of board gender diversity for the CSR performance of firms. The existing empirical evidence is mixed, with most studies finding support for a positive relationship between women directors and CSP, while others find no relationship. This study's objective is to provide a better understanding of how women directors contribute to shape CSP and of the contingencies that might affect this relationship. In particular, the study will examine the role of a country's informal institutions, that is, the social norms, values, beliefs and assumptions that are socially shared and are carried by individuals. The main idea is that women directors will have a positive impact on CSP when the normative context in the country is supportive of such a strategic role. On the contrary, when the cultural context does not support such a prominent role of women on the board, their impact will be limited. The model will be tested with cross-country data including GLOBE data on gender egalitarianism, in-group collectivism, and assertiveness.

**Research 19: Meta-analysis of the effectiveness of voluntary environmental programs.** The study will use meta-analytical technique to examine how participation in voluntary environmental programs (VEPs) affects corporate environmental performance (CEP) and corporate financial performance (CFP). The model tests the importance of three VEP governance mechanisms - clear CEP objectives, independent oversight, and sanctions for non-compliance, for the effectiveness of these programs. The research question is important because it contributes to the debate of whether voluntary programs are, in the aggregate, credible market-based alternatives to environmental regulations by providing firms with economic incentives for improving CEP. The study will meta-analyze the results of 120 primary studies on 25 VEPs between 1987 and 2015—the largest meta-analysis on this topic to date. Preliminary statistical results point to an interesting dichotomy – that VEPs that improve CEP include all three governance mechanisms, while VEPs that improve the CFP do not include them. Through a rigorous further analysis, the study will provide a clearer understanding of why existing VEPs are not yet designed to achieve their dual goals of helping participants improve both CEP and CFP.

**Research 20: The impact of corporate governance and institutions on climate change-related reporting by multinational companies.** The proposed study will use neo-institutional and agency theories to examine how firm-level corporate governance characteristics and country-level institutions affect MNEs climate change-related reporting, that is, firms' disclosures about their environmental impacts (such as greenhouse gas emissions) and their initiatives aimed at curbing them. This research is timely given the growing consensus that “climate change is a reality and that human activities are responsible for creating concentrations of greenhouse gases in the earth's atmosphere” and the pressures faced by MNEs to curb their contributions to climate change and adopt climate change-related risk management initiatives such as reporting on these issues. In particular, the study will examine the role of board composition and institutional ownership, and different types and facets of the country institutional environment (e.g., developed vs. developing countries). The implications of this research will be not only for the academic community but mostly for companies that have to design organizational solutions to the issue of climate change and legitimacy in this area.

**Research 21: CIBE Scholars.** In addition to the programmed research activities of the planned research themes, Moore School CIBE will award up to six smaller research awards (\$2500-4,000 each) per annum on international business topics important to US trade and competitiveness through a similar open competition. These awards are available to all faculty within the USC system.

### **2.3. Significance 3 The Africa Initiative**

#### Africa Initiative of CIBE

- Programs and Research Activities in Northern and Sub-Saharan Africa
- Rooted in Emerging Policy Priority of U.S. Relationships with Africa
- Seek to Increase U.S. Competitiveness and Security

#### Africa Research

- Research Theme 3: Business-Government Relations and the Management of Political Risk
- Research Theme 4: Ethics and Responsible Global Leadership
- Annual Competitive Research Awards

#### Africa Curricula

- Undergraduate IB MENA (IBMENA) Cohort Program
- Competitive Strategies in Developing Countries Course
- Business in Africa Course
- Annual Short Term Study Abroad (STSA) Africa Overseas Program
- New Executive and Professional Programs on Africa

#### Africa CIBE Programs

- Regional MSI/CC Support to Africa Programs (Outreach 1)
- National MSI/CC Support to Africa Programs (Outreach 2)
- Biennial Africa Research Conference (Outreach 5)
- Annual FDIB Sub-Saharan Africa Program (Outreach 8)
- Annual Alumni/Executive Development in IB Program (Outreach 9)
- Annual FDIB MENA Program (Outreach 11)

## 2.4. Significance 4

### Minority Serving Institutions and Community Colleges (MSI/CC) Internationalization

#### CIBE Commitment to MSI/CC and Underrepresented Institutions

- Designation of Local/Regional Partner School – Allen University (MSI)
- CIBE Advisory Council Membership for Allen University (MSI)
- Regional MSI/CC Consortium – Three CIBE's and > 50 MSI/CC
- National MSI/CC Consortium – 10 Universities and > 200 MSI/CC

#### Southeast Regional MSI/CC Consortium

- University of South Carolina, Georgia Institute of Technology and University of Miami (FL)
- Nine Universities and Colleges International Studies Consortium
- Programs and Support:
  - One-on-One IB Faculty Mentoring
  - Annual Faculty Development Program Scholarship and Travel Stipends
  - IB Course Development and IB Course Development Seminars
  - STSA and Overseas FDIB Participant with Scholarships and Travel Stipends

#### National-Level CIBE MSI/CC Consortium (CMCC)

- Organized and led by the University of South Carolina
- Consortium Members: Georgia Tech, University of Miami (FL), San Diego State University, University of Washington, The George Washington University, The Ohio State University, Brigham Young University, University of Connecticut, Florida International University and University of Maryland
- \$100K+ Consortium Commitment to U.S. MSI/CC Faculty and Students
- Projected Programs and Activities (below):

| Year                    | National-Level Activity #1                         | National-Level Activity #2                      | Other Activities                                |
|-------------------------|--|---|---|
| <b>ONE</b><br>2018-19   | Needs Assessment*<br>of MSI/CC Institutions        | Faculty Development<br>in IB Workshop           | Overseas FDIB and STSA<br>Program Participation |
| <b>TWO</b><br>2019-20   | Student Internship/<br>Apprenticeship Awards       | Overseas FDIB and STSA<br>Program Participation | *Activities TBD based on<br>Needs Assessment    |
| <b>THREE</b><br>2020-21 | Student National/International<br>Case Competition | Overseas FDIB and STSA<br>Program Participation | *Activities TBD based on<br>Needs Assessment    |
| <b>FOUR</b><br>2021-22  | Call for IB Research<br>Proposals/Awards           | CMCC National IB<br>Research Conference         | *Activities TBD based on<br>Needs Assessment    |

## 2.5. Significance 5

### Effectiveness in International Business Student Competency Development

#### Strategy of Major Initiative

- Need for Best Cost-Effective Strategy to Provide Cross-Cultural Skills
- Recognition by Global Business Leaders of Importance of International Programming within the University Experience
- Need for the Combination of Recruitment/Selection and Development Processes

#### Evaluation Model Development

- Measure and Assess Student Backgrounds and University “Interventions”
- Collaboration with On-going Studies by the Institute for International Education (IIE) and the Consortium for the Analysis of Student Success through International Education (CASSIE)

#### **INPUTS—*Who we recruit into our university programs:***

- Student indicators to include: ethnicity, socio-economic status, first generation status, gender, academic achievement, test scores, prior international experience, language capability, international baccalaureate, preferred major/co-major/minor (IB, other business, language, area studies, STEM), urban/cosmopolitan vs. rural homeplace, international student status, etc.
- **INTERVENTIONS—*Experiences and activities potentially pertaining to our students:***
- On-campus curricular programming interventions: IB major (cohort vs. traditional), IB coursework, language coursework, area studies coursework, co-majoring/minoring, etc.
- On-campus co-curricular programming interventions: Cross-cultural roommate, international speaker series, international living residence hall, international-themed clubs/associations, etc.
- On-campus faculty/staff interventions: International faculty engagement, international staff engagement, engagement with faculty conducting internationally-themed research, etc.
- Off-campus study abroad: Short term, semester long and cohort programs, with / beyond our partner school network, Anglophone vs. non-Anglophone countries, homestay included, language of instruction, etc.
- Off-campus professional programming interventions: Internship or co-op (paid-unpaid) in organizations and firms engaged globally, participation in global networks (e.g. World Affairs Councils), etc.
- Off-campus non-professional engagement interventions: Participation in cultural events, residence in cosmopolitan setting, etc.
- international/diversity curriculum, languages, co-curricular domains, professional engagements, study abroad, etc.

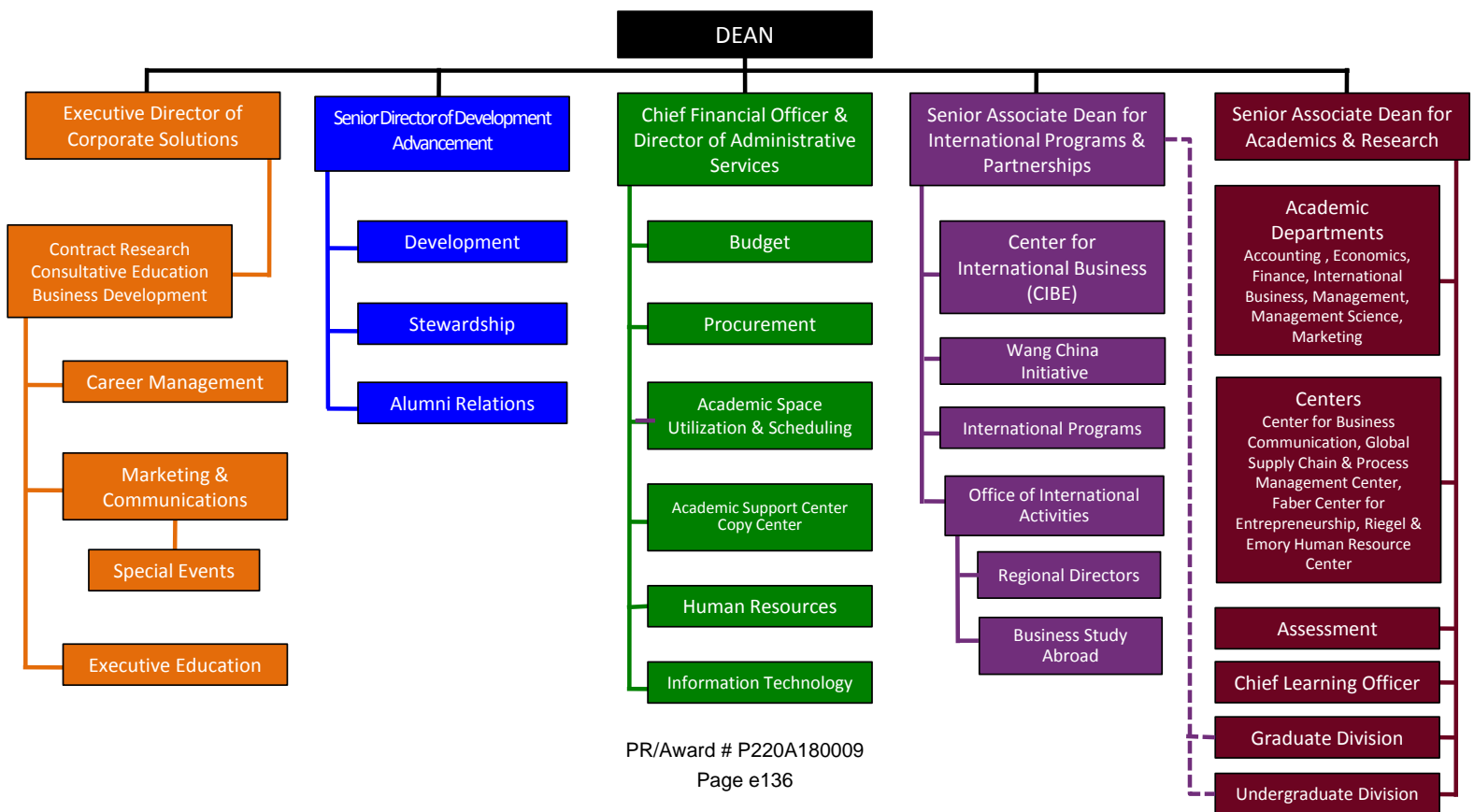
#### **OUTCOMES—*What results for our students:***

- Academic achievement outcomes: academic achievement in terms of GPA (overall and within major(s)), time to graduation, credit hours by graduation, leadership distinction(s), research distinction (e.g. thesis), etc.
- Personal outcomes: global literacy, 360 degree academic peer reports, student debt level, civic leadership propensity, confidence, self-awareness, empathy, resilience (self-reports), etc.
- Professional outcomes: placement (in globally active organization) in internships and within 90 days of graduation, marketplace demand for candidate, salaries vs. peers, placement into positions with international responsibility span, etc.
- **IMPACTS—*Why and how our interventions matter for US business competitiveness:***
- Degree to which global (sales, profitability) success is predicted by proportion of professional cadre with identified international interventions as indicated in our proposed empirical model
- Longitudinal assessment of outcomes for our previous students in terms of career progression into global leadership within organizations
- Longitudinal assessment of outcomes for our previous students in terms of civic leadership relevant to global understanding in society

## **Section 5**

### Other Narrative Attachment Form

- Darla Moore School of Business Organizational Chart
- CIBE Project Management Plan





# CIBE Project Management Plan

|  | ACTIVITIES BY GRANT YEAR  |   |  |
|--|---|---|--|
|  | 2018-19   | 2019-20   | 2020-21  |
| <b>1.3.1. PhD</b><br>Dual Degree Doctoral Consortium<br>IB Doctoral Course Development   | Launch EMLYON / EGADE / FEN Dual Degrees<br>Theoretical Perspectives  | Launch SKKU Dual Degree<br>Methodological Perspectives  | Launch Stellenbosch Dual Degree  |
| <b>1.4.1. MIB</b><br>Double Degree (DD) Program Development  | Launch Aalto DD Program   | Launch ESSEC DD Program   | Launch Emlyon DD Program   |
| <b>1.4.2. MIB</b><br>Articulation Agreements   | Sign Agreement with FEN & FTU   | Sign Agreements with SKKU & IAE   | Sign Agreements with BLCU & Insper   |
| <b>1.4.3. MIB</b><br>IB Analytics "Bootcamp"<br>IB Analytics Course Development<br>IB Analytics International Partnerships                           | Design Bootcamp<br>Design New Analytics Course<br>Negotiate Partnership Design  | Introduce Bootcamp<br>Introduce New Analytics Course<br>Partnership Approval                          | Enhance and Assess N<br>Enhance and Assess N<br>Launch IB Analytics Par                      |
| <b>1.4.4. MIB</b><br>Executive MIB Program - Shorelight  | Design Executive MBA Program with Shorelight  | Identify and Negotiate Locations for Program  | Launch Executive MBA Pro   |
| <b>1.4.5. IMBA</b><br>Int'l Strategy & Int'l Finance Certificates  | Design and Launch International Strategy Certificate  |   | Design and Launch Internatio   |
| <b>1.5.1. Undergraduate Cohorts</b><br>IBMENA Program<br>Language and Regional Cohorts   | Finalize AUC Collaboration for IBMENA Cohort<br>Design, Negotiate and Approve Cohort Programs   | Launch IBMENA Program   | Enhance and Assess IBME<br>Launch Japanese (Hitotsubashi)<br>Russian (St. Petersburg State I |
| <b>1.5.2. Undergraduate Cohorts</b><br>Multi-Country/Thematic Emphasis   | Launch GBI Cohort Program   | Collaborate with Partner Schools (CUHK-Shenzhen of Auckland) to Enhance, Assess and Evolve Coh        |  |
| <b>1.5.3. IB Undergraduate Major</b><br>IB Analytics Initiative<br>IB Analytics - Projects & Internships<br>IB Analytics - International Partnership | Develop Business Analytics Concentration Course<br>Collaborate with Integration Point, UPS, Apple, ISC, Morgan Stanley and other Corp<br>Develop Program Partnership Design | Introduce Business Analytics Concentration Course<br>Secure Formal Approvals for IB Analytics Program | Assessment of Course and Course Materials to CIBI<br>Assessment of Partnersh                 |
| <b>1.5.4. Undergrad/MIB Education</b><br>Global Graduate Leadership Distinction<br>Functional Major (Accelerated Design)                             | Develop Functional-Specific Study Abroad and STSA Programs, Internships, I and Service Opportunities to Support the Global Graduate Leadership Disti                        |   |  |
|  | Design Accelerated Program  | Introduce 3+1 Program   | Assess Student Progression I   |

## LEGEND

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## CIBE Project Management Plan

|   | ACTIVITIES BY GRANT YEAR   |  |   |
|---|--|--|---|
|   | 2018-19  | 2019-20  | 2020-21   |
| <b>1.5.5. LLC Collaboration</b><br>Project Global Officer (Project GO)<br><br>Oral Proficiency Assessments<br><br>Business Language Courses<br><br>Short Term Study Abroad (STSA) Programs  | <b>Project GO Proposal Design and Submission</b>   | Develop Project GO Language and Study Abroad Courses in Russian, Mandarin and (either) Portuguese or Spanish |   |
|   | Fund ACTFL Oral Proficiency Interview Certification for Multiple Languages   |  |   |
|   | Develop and Introduce Business Languages Courses (Portuguese and Russian) on Existing Business German and Spanish Courses  |  |   |
|   | Develop and Introduce Portuguese STSA Program  | Develop and Introduce Russian STSA Program   |   |
|   |  |  |   |
| <b>1.5.6. IB Major Critical Thinking</b><br>International Thesis Development<br><br>International Thesis Research Conference  | Design and Develop 2 Theses Courses  | Introduce Both Theses Courses (1-Research Questions and 2-Research Design and Methods)                       |   |
|   | Design and Plan Conference   | Conduct and Assess Thesis Research Conference  | Conduct and Assess Thesis Research Conference     |
| <b>1.5.7. IB New Course Development</b><br>IB Course Embedded STSA Program<br><br>Online Int'l Marketing & Int'l Finance Courses  | Develop and Introduce a New Embedded STSA Program  | Develop and Introduce a New Embedded STSA Program  | Develop and Introduce a New Embedded STSA Program |
|   | Design and Develop 2 Courses   | Introduce International Finance Course   | Introduce International Marketing Course          |
| <b>1.5.8. Study Abroad &amp; STSA</b><br>New Overseas STSA Programs   | Develop 2 New STSA Programs  | Develop 2 New STSA Programs  | Develop 2 New STSA Programs                       |
| <b>1.6. Outreach to Business/Gov't</b><br>SC Automotive Industry Cluster<br><br>Export-Market Entry Consulting Initiative<br><br>Exec Education Open and Custom Programs<br><br>Exec Education on Business, Lang & Culture<br><br>International Speaker Series<br><br>Transnational Law and IB Blog<br><br>Rule of Law Speaker Series | Develop Internships & Corporate Projects for Volvo in Collaboration with SC Department of Commerce & SC Council of Competitiveness Faculty/Executive Clients in Collaboration with LLC |  |   |
|   | Annual Data Acquisition and Materials to Support the 25-30 Export-Market Entry Students  |  |   |
|   | Open-Enrollment Programs Offered and/or Customized for Corporate/Executive Clients in Collaboration with LLC   |  |   |
|   | Open-Enrollment Language and Culture Programs Offered and/or Customized for Corporate/Executive Clients in Collaboration with LLC  |  |   |
|   | 8 Seminars Per Year (24 Total) in Collaboration with the USC Walker Institute "Palmetto" (Target Audience: Local/Regional/State Professionals and Legislative/Agency Officials)        |  |   |
|   | Develop and Manage International Business Blog in Collaboration with Nexsen  |  |   |
|   | Multiple Annual Seminars with the USC "Rule of Law Collaborative" (ROL) (Target Audience: SC and Regional/National Business and Governmental Community)                                |  |   |

### LEGEND

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|-----------------------|-------------------------|-----------------|--------------------------------------|
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# CIBE Project Management Plan

|  | ACTIVITIES BY GRANT YEAR   |  |   |
|--|--|--|---|
|  | 2018-19  | 2019-20  | 2020-21   |
| <b>1.7. National/Regional Outreach</b>         | FDIB Seminars/Conferences (Internationalization Mentoring + STSA Programs)                           | FDIB Seminars/Conferences (Internationalization Mentoring + STSA Programs) | FDIB Seminars/Conferences & Overseas FDIB Programs    |
| MSI/CC Internationalization (Southeast Region) | *Needs Assessment + FDIB + Overseas FDIB & STSA  | Internship Awards + Overseas FDIB/STSA + TBD*                              | Student Case Comp + Overseas FDIB/STSA + TBD*         |
| MSI/CC Internationalization (National-Level)   |  | Plan and Host IB Frontiers Conference                                      |   |
| Biennial IB Frontiers Research Conference      |  |  |   |
| Annual Co-Sponsorship of IF Conference         | Co-Sponsor IF Conference with Hitotsubashi University  | Co-Sponsor IF Conference with Hitotsubashi University                      | Co-Sponsor IF Conference with Hitotsubashi University |
| African Research Conference (South Africa)     | Co-Sponsor African Research Conference (Stellenbosch)  |  | Co-Sponsor African Research Conference (Stellenbosch) |
| Faculty Development in Int'l Business (FDIB)   | Host FDIB Seminars (Provide Multiple Annual Outreach Scholarships/Stipends to MSI/CC Faculty P       | Host FDIB Seminars   | Host FDIB Seminars                                    |
| Development of New FDIB Courses                | "Competing in Emerging Markets" Course   | "Comparative Corporate Governance" Course                                  | "Comparative Institutional Systems" Course            |
| Annual FDIB Sub-Saharan Africa Program         | Lead FDIB-Africa Program (Provide Multiple Annual Outreach Scholarships/Stipends to MSI/CC Faculty P | Lead FDIB-Africa Program   | Lead FDIB-Africa Program                              |
| Annual Alumni/Executive Overseas Program       | Lead Alumni/Exec Program   | Lead Alumni/Exec Program   | Lead Alumni/Exec Program                              |
| IPHE Overseas Program with Global Carolina     | Sponsor Participants   | Sponsor Participants   | Sponsor Participants                                  |
|  | (USC Moore School Faculty + Nominated MSI/CC Faculty + Allen University                              |  |   |
| Annual FDIB-MENA Program (with BYU)            | Co-Lead Program to the Middle East and North Africa (MENA) each January + Provide Ann                |  |   |
| Annual FDIB-China Program (with UC Denver)     | Co-Sponsor UC Denver's FDIB-China/Hong Kong Program each January + Provide Annu                      |  |   |
| Annual FDIB-Pacific Alliance Program (Miami)   | Co-Sponsor Miami's Pacific Alliance Program each May/June + Provide Annual MSI                       |  |   |
| Biennial ISLSP/CIBE Language Conference        |  | Sponsor Language Conf + Language Research Awards                           |   |
| Annual FDIB Book Series (with Maryland)        | Annually Compile, Edit & Publish FDIB-Africa Participants' Commentary and Articles Bas               |  |   |
| Annual Consortia Memberships                   | Annual Membership Fees for CUIBE, PACIBER, NASBITE & NDEC Cor  |  |   |
| Annual Outreach to Magnet School Students      | Workshop + Student Ambassador Visits/Live Blogs  | Workshop + Student Ambassador Visits/Live Blogs                            | Workshop + Student Ambassador Visits/Live Blogs       |

## LEGEND

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## CIBE Project Management Plan

|                                      | ACTIVITIES BY GRANT YEAR   |   |   |
|--------------------------------------|--|---|---|
|                                      | 2018-19  | 2019-20                                 | 2020-21   |
| 3.1. Research Theme 1                | Comparative Corporate Governance, Institutions and Global Strat                    |   |   |
| 3.2. Research Theme 2                | Innovation, Technological Disruption and Global Competitiveness of                 |   |   |
| 3.3. Research Theme 3                | Business-Government Relations and the Management of Political I                    |   |   |
| 3.4. Research Theme 4                | Ethics and Responsible Global Business Leadership                                  |   |   |
| 3.5. Research 21: CIBE Scholars      | Annual Non-IB Faculty Competitive Research Awards on International Busi            |   |   |
| 7. Project Evaluation (Eval 1-5)     | Conduct Assessment & Evaluation of all CIBE Projects and Activities over the 4-Yea |   |   |
| CIBE Evaluation                      |  |   |   |
| External Evaluation                  |  |   | External Evaluation of All C                            |
| IB Competency Development Initiative | Formalize Proposed Model +<br>Inventory USC Data                                   | Begin Model Testing and Revise<br>Model | Report Preliminary Findings +<br>Initial Recommendation |

### LEGEND

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## **Section 6**

### Other Narrative Attachment Form

- 40 Resumes

**NAME/TITLE:** Joao Albino-Pimentel, Assistant Professor of International Business, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Strategic Management, HEC Paris, France, 2016; M.Sc. Management, University of Sao Paulo, Brazil, 2009; M.A. Business Economics, University of Grenoble, France, 2008; B.A. Economics, University of Sao Paulo, Brazil, 2006.

**PROFESSIONAL EXPERIENCE:** Dr. Albino Pimentel joined the IB faculty at the Moore School in 2016. He teaches Globalization and Business to undergraduate students and Business in Latin America to both undergraduate and graduate students. He holds a Ph.D. in Strategic Management from HEC Paris. Dr. Albino-Pimentel's research focuses on the links between non-market and international strategy; in particular, he investigates how firms develop and deploy different types of political capital in the context of their international investments. Dr. Albino-Pimentel's research has been recognized with several distinctions and nominations, including the Strategic Management Society SRF dissertation grant (2014), the best Doctoral Proposal award by the European International Business Academy (2013), and nominations for the best doctoral dissertation by the Academy of International Business (2017) and by the International Management division of the Academy of Management (2017). Dr. Albino-Pimentel serves on the Editorial Review Board of the *Journal of International Business Studies*, the *Journal of International Business Policy and Multinational Business Review*. His work on how firm political connections affect international strategy has been published at the *Global Strategy Journal* and the *Academy of International Business Insights* and is currently under review at other leading journals in international business and strategic management.

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**NAME/TITLE:** Elisa Alvarez-Garrido, Assistant Professor, Global Business and Innovation Cohort academic director, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Management, The Wharton School, University of Pennsylvania, 2010; M.Sc., The Wharton School, University of Pennsylvania, 2007; M.Sc., University Carlos III of Madrid, Spain, 2005; B.S., Economics, University Carlos III of Madrid, Spain 2003; B.S., Business Administration, University Carlos III of Madrid, Spain, 2002; B.A., Law, University Carlos III of Madrid, Spain, 2002.

**PROFESSIONAL EXPERIENCE:** Dr. Alvarez-Garrido's research and teaching interests are in international entrepreneurship, technology and innovation. Her work compares high-technology startups and their innovation across contexts to understand how the institutional environment affects outcomes, and the advantages of investors from established economies such as the US. Recently she is studying how entrepreneurial ecosystems react to institutional disruption. Her work has been published in *Strategic Management Journal*, and *Nature Biotechnology*, among others, and has been featured in the *British Venture Capital Association Journal*. Her work has received international awards, including the *International Management Division Best Paper Award* in the Academy of Management in 2016, and was finalist *Haynes Prize for the Most Promising Scholar*, at the Academy of International Business in 2014. Dr. Alvarez-Garrido teaches a course on international entrepreneurship, both at undergraduate and graduate level. Before joining USC, she was on the faculty at Georgia State University, where she taught Global Competitive Strategy. She is in the editorial review board of *Strategic Entrepreneurship Journal*.

**NAME/TITLE:** Jason Beever, Assessment Director, Office of Institutional Research and Assessment, Darla Moore School of Business, University of South Carolina

**EDUCATION:** Master of Library and Information Science (MLIS), University of South Carolina, 2008; BA in English Language and Literature, Winthrop University, 2000; BA in History, Winthrop University, 2000

**PROFESSIONAL EXPERIENCE:** Mr. Beever has served in the Office of Institutional Research and Assessment of the Darla Moore School of Business since November, 2012, first as Assessment and Data Coordinator, and currently as Assessment Director. He is responsible for managing the school's assessment processes in compliance with the Assurance of Learning standards for the school (AACSB) and the University (SACS). He is also responsible for the accurate analysis, reporting, and dissemination of the school's data, either for submission to various rankings entities, or for internal use by program or school administration. Mr. Beever has also previously worked for the South Carolina Department of Health and Humans Services, and as an instructor and coordinator for adult education courses and programs.

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**NAME/TITLE:** Peter Brews, Professor and Dean, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Business Administration, University of Pittsburgh, 1995; Ph.D., Business Administration, University of Witwatersrand, South Africa, 1991; MSIA, Purdue University, 1987; LL.B., School of Law, University of Witwatersrand, 1982; B.Comm., University of Witwatersrand, 1977.

**PROFESSIONAL EXPERIENCE:** Dr. Brews has published in *Strategic Management Journal*, *Academy of Management Executive*, *Business Strategy Review*, *Long Range Planning*, *South African Journal of Business Management*, *South African Company Law Journal*, *The Investment Analysts' Journal*, *The Financial Times*, and other journals and publications. His early research centered on M&As and strategy formation and how environmental volatility affected firm planning and performance. More recently he pioneered research into Internet Generation Companies, and was among the first in the world (if not the first) to investigate how the Internet enabling of business operations was affecting the strategy, structure, scope, and performance of firms. He has also written or supervised over 20 cases in strategy, corporate finance, and most recently on international and Post Industrial business. Over his academic career he developed a deep understanding of the struggle for productivity worldwide, focusing on how nations, firms, and individuals coped with the fast changing, complex, highly competitive global environment of the early 21st century. Prior to becoming Dean of the Darla Moore School of Business companies often invited him to share his views on the structure and evolution of the global economy, and how globalization and the Internet/IT were altering business practice and competitiveness. He has received awards for his research and scholarly work, and many outstanding teaching awards for his work in the classroom. He was also originator of the pioneering OneMBA® program, an Executive Global MBA offered by five leading business schools around the world.

**NAME/TITLE:** Nancy R. Buchan, Associate Professor, International Business and Associate Dean of Undergraduate Programs, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Marketing, University of Pennsylvania, 1998; M.A., International Administration, The Lauder Institute, University of Pennsylvania, 1996; B.A., International Relations and Economics, University of Wisconsin-Madison, 1989.

**PROFESSIONAL EXPERIENCE:** Dr. Buchan teaches International Negotiations, International Marketing and Business in Japan. In her first research stream, she applies an interdisciplinary approach to the study of norms such as fairness, trust, and cooperation in cross-cultural relationships. In the second stream, she investigates Communication and Social Interaction Styles (CSIS) across cultures. Her work has been published in the *Proceedings of the National Academy of Science*, the *American Economic Review*, the *American Journal of Sociology*, *Psychological Science*, the *Journal of Consumer Research*, the *Journal of International Business Studies*, and others. She has served on the Editorial Board of the *Journal of International Business Studies and Organizational Behavior and Human Decision Processes*.

Dr. Buchan has taught international negotiations and cross-cultural communications seminars for large (Fortune 100), mid-size and entrepreneurial companies as well as universities and not-for-profit organizations. Recent clients include *Westinghouse*, *Jarden Corporation*, *Blue Cross Blue Shield South Carolina*, the *World Council of Credit Unions* and *Upward Unlimited*. She is also a faculty member in the Executive International MBA program for which she has taught at Monterrey de Technological and Mediterranean School of Business in Tunisia.

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**NAME/TITLE:** Robert Henry Cox, Director, Walker Institute of International and Area Studies, and Professor, Department of Political Science, College of Arts and Sciences, University of South Carolina.

**EDUCATION:** Ph.D., Political Science, Indiana University, 1989; M.A., European Studies, Indiana University, 1988; B.Phil., Interdisciplinary Studies, Miami University, 1983.

**PROFESSIONAL EXPERIENCE:** Dr. Cox is Director of the Walker Institute of International and Area Studies and Professor in the Department of Political Science at the University of South Carolina. He has been a faculty member at the University of South Carolina since 2012. He teaches classes on European politics, comparative public policy and globalization. His research focuses on public policy in Europe, and the role of ideas in shaping political relations and policy outcomes. Much of his work has focused on European welfare states, especially how European countries have reformed welfare programs in recent years. His current work examines the politics of sustainability and regulations of the digital economy in Europe. His research has been published in major journals in comparative politics, such as *World Politics* and *Comparative Political Studies*. From 2005-2017 he was co-editor of *Governance*, one of the top-rated journals in the field of public administration.



**NAME/TITLE:** Kenneth C. Erickson, Clinical Assistant Professor, Sonoco International Business Department, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Anthropology, University of Kansas, 1995; M.A., Anthropology, University of Wyoming, 1985; B.A. *cum laude*, Anthropology, 1976.

**PROFESSIONAL EXPERIENCE:** Dr. Erickson is a business anthropologist and assistant clinical professor in the International Business Department at the Darla Moore School of Business, University of South Carolina. Erickson was *Profesor Agregado* in the Master's Program in Consumer Behavior at Adolfo Ibáñez University, Santiago, Chile; Lecturer in Anthropology at California State University-Long Beach and at Copper Mountain College; and Research Associate Professor of Anthropology at the University of Missouri-Kansas City. He is the CEO of Pacific Ethnography Company, and has led ethnographic research teams for business clients in China, Latin America, and the USA for Fortune 500 and government clients, studying people and their practices, including the goods they buy and sell, and the places where they live and work, to design new marketing plans, products, and public policies. Erickson's most recent publications include "Able to Fly: Temporality, Visibility, and the Disabled Airline Passenger" (Denny & Sunderland. Eds., *Handbook of Anthropology in Business*, 2014); and "Success Despite the Silos: System-Wide Innovation and Collaboration" (*International Journal of Business Anthropology*, forthcoming). Erickson is a frequent presenter at applied anthropology conferences and at methodological training events focused on ethnography and anthropology for market research and design professionals. His efforts at Moore center on teaching an ethnographic toolkit to help international business students understand and act within local cultural systems of place, power and meaning. Erickson is a fluent speaker of Spanish, and a capable speaker of Mandarin, Swedish, and Vietnamese; he is a fellow of the American Anthropological Association and the Society for Applied Anthropology and a board member of Yokoji-Zen.

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**NAME/TITLE:** Mark Ferguson, Professor, Management Science Department, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Business Administration, Duke University, 2011; M.S., Industrial Engineering, Georgia Institute of Technology, 1994; B.S., Mechanical Engineering, Virginia Tech, 1991.

**PROFESSIONAL EXPERIENCE:** Dr. Mark Ferguson is a Distinguished Business Foundation Fellow and Professor of Management Science in the Darla Moore School of Business, University of South Carolina, where he serves as the Director of the Sustainable Enterprise and Development Initiative. Prior to joining the Moore School, he was the Steven Denning Professor of Technology and Management at Georgia Tech. Dr. Ferguson's research interests involve many areas of supply chain management including supply chain design for sustainable operations, contracts that improve overall supply chain efficiency, pricing and revenue management and the management of perishable products. Two of his papers have won best paper awards from the Production and Operations Management Society (POMS) and three of his research projects have been funded by the National Science Foundation. He is the co-author of the books *Segmentation, Revenue Management and Pricing Analytics*, *Pricing Segmentation and Analytics* and co-editor of the book: *Closed Loop Supply Chains: New Developments to Improve the Sustainability of Business Practices*. He currently serves as the president for the INFORMS Manufacturing and Services Operations Management Society. He was formerly the president for the INFORMS Revenue Management and Pricing Section and the president of the POMS College of Supply Chain Management. Prior to his career in academia, he spent five years as a manufacturing engineer and inventory manager with IBM.

**NAME/TITLE:** Marcelo Frias, Doctoral Programs Director, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** International Master of Business Administration (IMBA), University of South Carolina, 2005; B.A., International Business, Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico, 1997.

**PROFESSIONAL EXPERIENCE:** As a Managing Director for Full-Time PhD programs at the Darla Moore School of Business, Mr. Frias is responsible for key areas of full-time PhD programs including admissions and enrollment management, budgetary control, as well as program development and implementation of new initiatives. Prior to joining the Darla Moore School of Business, he worked as an international trader and marketing manager for a coffee and spices exporter headquartered in Ohio. Mr. Frias also worked previously in the metallurgic as well as citrus sector in Mexico in the areas of business analysis, customer service, and global logistics.

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**NAME/TITLE:** Omrane Guedhami, Moore Research Fellow and Professor, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Finance, Laval University, 2003; M.Sc., Finance, HEC Montreal, University of Montreal, 1998.

**PROFESSIONAL EXPERIENCE:** Dr. Guedhami, a faculty member at the Moore School since 2007, also serves as the coordinator of the doctoral program in international finance. Dr. Guedhami's research interests are international, covering privatization, liberalization, and corporate governance, with a particular focus on emerging markets. His research has been published in mainstream journals such as the *Journal of Financial Economics*, *Journal of Financial and Quantitative Analysis*, and *Journal of Accounting Research*. Dr. Guedhami is a member of the editorial boards of major journals, such as *Contemporary Accounting Research* and the *Journal of International Business Studies*, and is currently serving as a Section Editor at the *Journal of Business Ethics* and Associate Editor of the *Journal of Corporate Finance* and the *Journal of International Accounting Research*. Dr. Guedhami received several research distinctions and awards, including the Best Paper Award (China Goes Global Conference, Harvard Kennedy School), the Moskowitz Prize for Socially Responsible Investing (Center for Responsible Business, Haas School of Business, University of California, Berkeley), and the 2015 Emerald Citations of Excellence Award. In 2011, he received the Rising Star Award from the Office of Research at the University of South Carolina. His research is funded by Canada's Social Sciences and Humanities Research Council. Dr. Guedhami taught at Laval University and Memorial University of Newfoundland before joining the Moore School of Business in 2007. He teaches international corporate governance and international finance at the undergraduate, graduate and doctoral levels. He was voted Finance Professor of the Year in 2005 and MIB Professor of the Year in 2013.

**NAME/TITLE:** David Hudgens, Clinical Assistant Professor, Sonoco Department of International Business, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** PhD, Faculty of Arts & Sciences, Cultural Anthropology, University of Pittsburgh, 2001; E.Ds., Counselor Education, University of South Carolina; Hopkins-Nanjing Program (HNC), School of Advanced International Studies (SAIS), Johns Hopkins University, 1995; M.A., Cultural Anthropology, University of Connecticut, 1991; B.S., Sociology, College of Charleston, 1987. Licensed Professional Counselor (LPC), 2013-Present.

**PROFESSIONAL EXPERIENCE:** David Hudgens teaches Introduction to International Business (IBUS 301) and Special Topics in International Business at the undergraduate level and Exploring Global Business in China (IBUS 750) in the Professional MBA Program. He also serves as faculty director for the Executive International MBA Taipei Program in collaboration with National Taiwan Normal University. Dr. Hudgens also teaches in the South Carolina Honors College, including a newly developed course on Social Innovation and a first-year seminar for SCHC business majors. He is responsible for a range of educational programming oriented to undergraduate and graduate education throughout Asia. His current research is a team project and comparative study of local knowledge and the efficacy of poverty reduction programs in Southeast Asia, South America and North America. Dr. Hudgens has advanced clinical training in educational psychology and the behavioral sciences. His previous research has focused on economic development and changing patterns of education. Dr. Hudgens has extensive experience consulting firms, governments and related international organizations in the areas of international economic development and related educational programming.

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**NAME/TITLE:** Tatiana Kostova, Buck Mickel Chair and Professor of International Business, Sonoco International Business Department, Darla Moore School of Business, University of South Carolina

**EDUCATION:** Ph.D. Business Administration, University of Minnesota; M.S. and B.S. in Economic Cybernetics, Kiev State University, Ukraine; Fulbright Scholar, UCLA, 1988-89.

**PROFESSIONAL EXPERIENCE:** Dr. Kostova has taught international management courses in the IMBA, PMBA, and GMBA programs at USC; the IMBA European Program at WU, Vienna, Austria; the Executive IMBA program at Tech de Monterey, Guadalajara, Mexico; and in CEMS. She teaches in the FDIB Program at USC, helping faculty from other business schools develop international management courses. She is a regular guest professor in the Summer Program of CUHK and is actively involved in executive programs. She has won many teaching awards at the Moore School and other universities around the world. She was Fulbright Scholar at the University of California, Los Angeles and a Distinguished Fulbright Professor at WU, Vienna, Austria. Dr. Kostova's research interests are in the areas of international management, macro-organizational behavior, and organization theory. Professor Kostova's has published her research in top management and international business journals including *Academy of Management Review*, *Academy of Management Journal*, *Journal of International Business Studies*, *Journal of Management*, and many others. She has served as a Department Editor and member of the Editorial Board, and is currently a Consulting Editor, of *Journal of International Business Studies*. She is currently in her third term on the Editorial Board of *Academy of Management Review* and has also served or currently serves on the boards of *Academy of Management Journal*, *Journal of World Business*, *Multinational Business Review*, *Journal of Management Studies*, and *Journal of Asian Pacific Business*. She was VP of the Academy of International Business (AIB) and Chair of the International Management Division of the Academy of Management, and is a Fellow of AIB.

**NAME/TITLE:** Chuck C.Y. Kwok, Research Professor of International Business, Sonoco International Business Department, Darla Moore School of Business, Univ. of South Carolina.

**EDUCATION:** Ph.D., International Business, University of Texas at Austin, 1984; M. Phil., Sociology, Chinese University of Hong Kong, 1981; B. S. Sc. in Sociology, Chinese University of Hong Kong, 1979.

**PROFESSIONAL EXPERIENCE:** Dr. Kwok is Research Professor of International Business at the University of South Carolina. His research concentrates on international finance and international business education. He has published over seventy refereed journal articles as well as five books and monographs. His articles appear in journals such as *Journal of International Business Studies (JIBS)*, *Academy of Management Journal*, *Review of Finance*, *Journal of Corporate Finance*, *Journal of Banking and Finance*, *Journal of Business Ethics* and so forth. His academic papers have received a number of research awards, including the prestigious Moskowitz Prize, given by the Center for Responsible Business, University of California at Berkeley. A research note recently published in JIBS ranks Professor Kwok as #4 worldwide among the most published authors in the *Journal of International Business Studies*, the premier journal of the field of International Business during the period of 1970-2016. Professor Kwok is the President-Elect of the Academy of International Business. In 2017, he was elected a Fellow of the Academy of International. He received numerous teaching awards within the Moore School of Business (including the Alfred Smith Award for Excellence in Teaching) as well as other universities. Besides teaching at the University of South Carolina, he has been consistently invited as a visiting professor at prestigious institutions around the world, including the Peking University (Beijing University, PRC), the Chinese University of Hong Kong (Hong Kong, PRC), Jiaotong University (Shanghai, PRC), Wirtschafsuniversitat Wien (Austria), and the Monterrey Institute of Technology (ITESM, Mexico).

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**NAME/TITLE:** Al Lanctot, Executive Director Folks Center for International Business, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D. in International Business/Marketing; B.B.A.s in International Business and Finance from the University of Texas at Austin McCombs School of Business.

**PROFESSIONAL EXPERIENCE:** Al Lanctot is the Executive Director of the Folks Center for International Business. His role is to lead the School's engagement with the center's advisory board through better integrating the corporate world into the process of identifying initiatives and influencing curriculum design for developing critical skills associated with successful global leadership; and promoting internationally focused internships, international consulting projects and full-time employment with multinational corporations and organizations. Prior to coming to the Moore School in 2015, he held leadership positions at the Dialog Group, Regus, Dell and Lockheed Martin. His positions in sales, marketing, finance and operations have given him invaluable worldwide business and industry experience.

**NAME/TITLE:** Alice Leri, Associate Dean for Diversity and Inclusion, Clinical Assistant Professor Sonoco International Business Department, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Center for Culture Studies, Tilburg University, The Netherlands, 2014; M.A., Islamic Studies, Università “L’Orientale” di Napoli, Italy, 2008. B.A., Intercultural Studies, Università degli Studi di Firenze, Italy, 2005.

**PROFESSIONAL EXPERIENCE:**

Alice Leri serves as associate dean for Diversity and Inclusion and is a clinical assistant professor of international business in the Sonoco International Business Department in the University of South Carolina Darla Moore School of Business. She received her Ph.D. in Cultural Studies from Tilburg University in 2014. As Associate Dean for Diversity and Inclusion she evaluates D&I organizational needs and capabilities in collaboration with academic units. She works with stakeholders to set D&I goals and measures in line with the DMSB vision and leads the school’s annual D&I data collection and benchmarking initiative. Cooperating across division her role is to serve the Moore School community ensuring access to resources and opportunities and addressing students and faculty concerns regarding D&I. As Clinical Assistant Professor, her main responsibilities include teaching, mentoring students, and supervising undergraduate research projects. In 2015 she designed a course in Islamic Economics and Finance that she currently teaches. She also teaches an introductory course to International Business and has experience leading and designing study abroad-programs. She serves on the National Association for Diversity Officers in Higher Education International and Marketing Committees. Leri’s research focuses on modest fashion and its role in American society and her academic interests include Islam in the United States and Islamic consumption practices. Leri was born in Italy and spent 1/3 of her life between Germany, The Netherlands, The U.S. and Turkey.

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**NAME/TITLE:** Sali Li, Associate Professor, Sonoco International Business Department, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., International Business & Strategy, University of Utah, 2007; M.S., University of Kentucky, 2003; B.S., Dalian Maritime University, 2001.

**PROFESSIONAL EXPERIENCE:** Dr. Li joined the IB faculty at the Moore School in 2013. Previously, he was an Assistant Professor at the Lubar School of Business, University of Wisconsin-Milwaukee. He teaches business in Asia and cross-cultural negotiation in the IB undergraduate and MIB programs. Professor Li’s primary research interests cover multinational strategy, revisiting the resource based view, and international entrepreneurship, with particular focus on digital business and emerging economies. His research on internationalization of digital innovation was awarded the Rugman Prize by the Academy of International Business and he was recognized as the most promising scholar under the age of 40 in the field of international business. Professor Li’s research on FDI in Africa won the GWU-CIBER Best Paper Award on Emerging Markets at Academy of Management. Dr. Li’s research has been published in top tier academic journals, including the *Academy of Management Review*, *Strategic Management Journal*, *Journal of International Business Studies*, and *Journal of Management*. He currently is serving on the editorial board of the *Asia Pacific Journal of Management*, *Journal of International Management*, *Journal of Management*, and *Long Range Planning*. He is a reviewer for other journals, including: *Journal of International Business Studies* and *Strategic Management Journal*. Professionally, he is a member of the Academy of Management, Academy of International Business, International Association for Chinese Management Research and Strategic Management Society.

**NAME/TITLE:** Stanislav Markus, Associate Professor and BPF Moore Research Fellow, Sonoco International Business Department, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Department of Government, Harvard University, 2009; B.A., University of Pennsylvania, 2002.

**PROFESSIONAL EXPERIENCE:** Stanislav Markus is an associate professor of international business at the Moore School of Business, University of South Carolina. Previously, he taught at the University of Chicago, and has spent time in visiting capacity at the Guanghua School of Management (Peking University) and UCSD. Professor Markus works on non-market strategy and political risk in emerging markets. His publications address various forms of state-business relations, property rights, corporate governance, stakeholder engagement, lobbying, and corruption. His book - *Property, Predation, and Protection: Piranha Capitalism in Russia and Ukraine* (Cambridge University Press, 2015) - was awarded the Stein Rokkan Prize for Comparative Social Science Research by the International Social Science Council. His research has been recognized by many prestigious awards, including fellowships from the Harvard Academy, the Woodrow Wilson International Center for Scholars in Washington DC, and the European University Institute in Florence. Professor Markus has lived in Russia, Ukraine, China and several West European countries. He has native fluency in Russian and German, proficiency in French and Ukrainian, and a basic understanding of Mandarin.

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**NAME/TITLE:** Gerald A. McDermott, Professor and BPF Moore Research Fellow, Sonoco International Business Department, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Department of Political Science, Massachusetts Institute of Technology, 1998; B.A., Economics, Middlebury College, 1988.

**PROFESSIONAL EXPERIENCE:** Before joining the Moore School in 2008, Dr. McDermott was Assistant Professor of Multinational Management at the Wharton School of the University of Pennsylvania for seven years. He specializes in international business and institutional analysis, particularly on issues of governance, innovation, and corporate strategy in emerging market countries. His earlier work examined the impact of industrial networks on the creation of economic governance institutions in post-communist countries. His work in Latin America has examined the conditions under which societies build new innovative capacities that enable their industries to compete in global markets. He also studies the impact of transnational integration regimes on local institutional development via a comparison of the EU accession, NAFTA, and Mercosur. He has published articles in many of the leading scholarly journals in management, international business, and politics. His first book, *Embedded Politics: Industrial Networks and Institutional Change in Post-Communism* (University of Michigan Press, 2002), was a finalist for APSA's 2003 Woodrow Wilson Foundation Award for the Best Book on government, politics, and international affairs. His most recent book, with Laszlo Bruszt, is *Leveling the Playing Field: Transnational Regulatory Integration and Development* (Oxford University Press, 2014). He has received numerous awards and grants, and has also consulted for the multilateral lending institutions and the governments of the Czech Republic and Argentina. He lived in Prague for over 4 years and in Buenos Aires for over 7 years, being proficient in Czech and fluent in Spanish.

**NAME/TITLE:** John H. McDermott, Professor of Economics and Senior Associate Dean for Research and Academics, Darla Moore School of Business, University of South Carolina

**EDUCATION:** Ph.D., Economics, Brown University, 1979. MA, Brown University, 1974, BSFS, Georgetown University, 1973.

**PROFESSIONAL EXPERIENCE:** John H. McDermott joined the faculty in 1983 as an Assistant Professor in the Economics Department. Previously, he had been an Assistant Professor at the University of Delaware and Holy Cross College. His area of interest is economic growth and development, and international monetary economics. His research is in the area of theoretical growth models of increasing returns to scale, cultural influences on growth, and population dynamics. His work has appeared in several scholarly journals in economics, including the *American Economic Review*, the *Journal of Development Economics*, the *Journal of International Economics*, the *Journal of Economic Growth* and the *Journal of Money Credit and Banking*. He has been a Visiting Professor at the University of Chicago and was on Fulbright Scholarship at the Universidade Federal do Rio Grande do Sul in Brazil.

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**NAME/TITLE:** Wolfgang Messner, Clinical Associate Professor, Sonoco International Business Department, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Economics and Social Sciences, University of Kassel, Germany, 2004; MBA, Financial Management, University of Wales, UK, Allfinanz Akademie, Germany, & Open University Hagen, Germany, 1998; BSc & MSc, Informatics and Economics, Technical University Munich, Germany (Study Abroad Programs – Università per Stranieri di Perugia, Italy, 1993; University of Newcastle upon Tyne, UK, 1992), 1995.

**PROFESSIONAL EXPERIENCE:** Dr. Messner is Clinical Associate Professor at the Darla Moore School of Business. Prior to coming to the University of South Carolina in August 2016, he was Professor of International Management at the MYRA School of Business in Mysore (India). Dr. Messner worked in leadership positions with Deutsche Bank (Germany and India, 1995-1999), The Information Management Group IMG (Germany and Switzerland, 1999-2002), BMW Group (Germany, 2003-05), and Capgemini (Germany and India, 2006-11). He co-founded GloBus Research in India, a niche consulting company, to help resolve international business and leadership challenges with expertise in intercultural collaboration, operational risk, and change management. Dr. Messner specializes in international business, particularly on issues of marketing to consumers in India. His second stream of research activities are focused on intercultural team management, where he examines culturally driven aspects of employee commitment and effectiveness. He also looks at the practicalities of measuring, confining, and distinguishing cultures. In his earlier work, he researched organizational and people issues in the context of services offshoring, and strategies for customer service excellence. Dr. Messner has authored four books, and co-authored one more; he was on the editorial team for three handbooks published by Springer and Palgrave Macmillan. His academic research has been published in *International Journal of Managing Projects in Business*, *International Journal of Sociology and Social Policy*, *Journal of Air Transport Management*, *Journal of Customer Behavior*, *Journal of Global Marketing*, *Journal of Indian Business Research*, *South Asian Journal of Global Business Research*, and *The Marketing Review*.

**NAME/TITLE:** Paul Allen Miller, Vice Provost, Director of International Affairs, Carolina Distinguished Professor of Classics and Comparative Literature, University of South Carolina

**EDUCATION:** Ph.D., Comparative Literature, University of Texas at Austin, 1989; M. A., Classics, University of Texas at Austin, 1985; B.A. in Comparative Literature, Washington University, St Louis, 1982..

**PROFESSIONAL EXPERIENCE:** Dr. Miller has taught various Classics and Comparative Literature courses at both master and doctoral levels at the University of South Carolina since 1998. Before that he taught at Texas Tech University and Drury University. He has held visiting appointments at the University of the Ruhr (Bochum), the University of Paris 13, and Beijing Language and Cultural University. He currently oversees all international programs at the University of South Carolina. Dr. Miller is the former editor of *Transactions of the American Philological Association*. He is the author of *Lyric Texts and Lyric Consciousness* (1994), *Latin Erotic Elegy* (2002), *Subjecting Verses* (2004), *Latin Verse Satire* (2005), *Postmodern Spiritual Practices* (2007), *Plato's Apology of Socrates* (2010) with Charles Platter, and *Atibullus Reader* (2013). He has edited fourteen volumes of essays on literary theory, gender studies, and topics in classics as well as published more than 60 articles on Latin, Greek, French, and English literature and philosophy. His *Diotima Among the Amazons: French Feminists Read Plato* is forthcoming from Oxford University Press.

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**NAME/TITLE:** Kareem R. Muhammad, Division Chair, Business and Social Sciences, Allen University.

**EDUCATION:** Ph.D., Sociology, University of Illinois, Chicago, Illinois; M.S.J., Journalism, Northwestern University, Evanston, Ill; B.A., Technical Writing, Chicago State University, Chicago, Ill.

**PROFESSIONAL EXPERIENCE:** Kareem R. Muhammad is the chair of Business and Social Sciences at Allen University where he teaches a variety of Sociology and Criminal Justice courses. His research is focused on the intersection of culture and race, with a specific interest in hip-hop subculture's preeminent role in informing the contemporary black public sphere. "Mic Checks and Balances: Politically Conscious Hip-Hop's Engagement with the Presidency of Barack Obama," for example, examines how some of rap music's more militant voices have been far more reluctant to spew anti-presidential lyrical bars now that a black man has ascended to the Oval Office in spite of Obama sharing some foreign policies with his presidential predecessor. Muhammad also explores the social zeitgeist surrounding the Obama presidency in "Blood at the Root: The False Equivalency of External and Internal Violence Against Blacks in Obama's America." After receiving his Masters in Journalism from Northwestern University, and a B.A. in Technical Writing at Chicago State, he pursued his Ph.D. at the University of Illinois in Sociology. Kareem is also the CEO of Illanoyze, Inc ([www.illanoyze.com](http://www.illanoyze.com)) a hip-hop media, promotion and fashion company founded in Chicago. He and his two business partners began the company in 1998 to provide an array of services to the disenfranchised in the form of clothing, shelter, entertainment and information. From 2006-2011, Kareem hosted "Noyzemakers: The Talk Show of Hip-Hop, Politics and Entertainment" on Chicago's CAN-TV. He has published a sociological novel, *Quiet Riots*, as well as several academic and journalistic articles that have examined hip-hop culture's relationship with the larger society.



**NAME/TITLE:** Michael Bruce Murphree, Assistant Professor, Sonoco International Business Department, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., International Affairs, Science and Technology, Georgia Institute of Technology, 2014; M.S. in International Affairs, Georgia Institute of Technology, 2006; B.S. in International Affairs, Georgia Institute of Technology, 2004.

**PROFESSIONAL EXPERIENCE:** Dr. Murphree is a recent hire in the Darla Moore School of Business. He has taught Political Economy of Innovation in China and Introduction to International Political Economy as a Ph.D. candidate at Georgia Tech and will teach Globalization and International Business beginning in Fall 2014. Murphree has given invited lectures in the United States and China including at Tsinghua University, Jiaotong University, and Xiamen University. Professor Murphree's primary research interests include globalization, innovation in emerging economies, technology standards and market formation, and intellectual property rights. His research considers China in comparative perspective with other emerging economies and the developed West, particularly Europe. He has three years field research experience in China and speaks fluent Mandarin. Murphree has published four peer reviewed journal articles, as well as a book, a chapter in an edited volume and numerous commissioned reports. His book (co-authored with Dan Breznitz) – *The Run of the Red Queen: Government, Innovation, Globalization, and Economic Growth in China*, was published in 2011 and was the winner of the 2012 British International Studies Association Susan Strange Best Book Award and bronze medalist for the 2012 Axiom Business Book Award for International Business/Globalization.

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**NAME/TITLE:** Lite J. Nartey, Assistant Professor, Sonoco International Business Department, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Managerial Science and Applied Economics, 2012 and M.Sc., University of Pennsylvania, 2008; M.P.A., Nonprofit Management and Policy, focus on International Development, New York University, 2004; B.Sc. (Hons), Biological Sciences, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana, 2001.

**PROFESSIONAL EXPERIENCE:** Dr. Nartey has taught courses on Globalization and Business, and Global Stakeholder Management at both the undergraduate and master's levels at the University of South Carolina since 2011. Her research interests include exploring the relationships, contingencies, and dynamics among multinational firms, governments and civil society actors and the implications of these dynamics on both firm performance and societal value; stakeholder engagement and the business case for corporate social responsibility; extractive industries (specifically oil and mining); African business models (banking and telecommunications, with a focus on mobile money); and Chinese investment in Africa. Her work focuses largely on emerging economies, especially in Africa. Dr. Nartey's work has been recognized for several awards and nominations including Best Paper, Strategic Management Society Conference, 2013; Buckley & Casson Dissertation Award, 2013 (Academy of International Business); Second prize, Industry Studies Association Dissertation Award, 2012 (2<sup>nd</sup> prize); Finalist, Wiley Blackwell Award for Outstanding Dissertation Research in Business Policy and Strategy, 2013 (Academy of Management, Business Policy and Strategy Division); Finalist, Barry M. Richman Best Dissertation Award, 2013; Finalist, Emerald Best International Dissertation Award, 2013 and others. She was also nominated for the Haynes Prize for the Most Promising Scholar 2010 at the Academy of International Business. Dr. Nartey's work has been published in the *Strategic Management Journal* and is currently under review at other leading journals. She is originally from Ghana.

**NAME/TITLE:** Jennifer Ninh, Managing Director, Full-Time MBA programs, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Master of Business Administration (MBA), State University of New York, 2007; B.S., Business Administration, Syracuse University, Syracuse, New York, 1999.

**PROFESSIONAL EXPERIENCE:** As Managing Director for Full-Time MBA programs at the Darla Moore School of Business, Ms. Ninh is responsible for key areas of full-time MBA programs including marketing, admissions and enrollment management, student services, budgetary control, as well as program development and implementation of new initiatives. Prior to joining the Darla Moore School of Business, she worked as the Chief Enrollment Officer for the State University of New York, Polytechnic Institute, where she was responsible for undergraduate and graduate admissions and enrollment, both domestic and international. She is a member of the Graduate Management Admissions Council (GMAC) and has authored articles on behalf of GMAC for its “Ask the Expert” series on women in business topics. She is advisor to the University of South Carolina’s Graduate Women in Business student organization.

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**NAME/TITLE:** Daniel J. Ostergaard, Associate Clinical Professor, Sonoco International Business Department and Director, Office of IB Student Engagement, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., International Business, University of South Carolina, Expected 2015; MPP, Harvard University, 2004; M. of National Security and Strategic Studies, U.S. Naval War College, 2003; B.S. in Government, U.S. Coast Guard Academy, 1994.

**PROFESSIONAL EXPERIENCE:** Daniel Ostergaard is the Moore School’s Faculty Director of the MIB program. Previously, he served in the U.S. Coast Guard as a seagoing officer for 11 years of active duty and several years in the Reserve as a Lieutenant Commander. After 9/11, he served as Governor Jeb Bush’s Homeland Security and Criminal Justice Liaison in Washington, D.C. where he worked closely with the new Office of Homeland Security (HS) at the White House, the U.S. Congress, and the Florida Department of Law Enforcement (FDLE). Thereafter, he served in the U.S. Department of HS where he was a senior advisor to Secretary Tom Ridge and Secretary Michael Chertoff. He led the HS Advisory Council and was involved with strategic policy development as well as international consensus building and diplomacy. He left government service in 2006 and later founded Pelorus Enterprises, LLC, an international business development consulting company. In November 2007, Mr. Ostergaard was appointed as the Director for Western Carolina University’s Institute for the Economy and the Future: a regional think-tank dedicated to public and private sector policy development.

**NAME/TITLE:** Robert J. Rolfe, Professor, Sonoco International Business Department, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Accounting, University of Oklahoma, 1983; B.S. Southern College, 1978.

**PROFESSIONAL EXPERIENCE:** Dr. Rolfe has taught various international business courses at the undergraduate and master levels at the University of South Carolina. He has been a visiting professor at prestigious institutions around the world, including the French Business School, the Mediterranean School of Business (Tunisia), the National Taiwan Normal University, and the Wirtschafsuniversitat Wien (Austria). From August 2001 to May 2005, he was Executive Director of the International MBA Program at the Moore School of Business. His research focuses on foreign investment in Africa and the rise of African Multinational Corporations. He has published in many journals including the *Journal of International Business Studies*, *Advances in International Accounting*, the *Journal of the American Taxation Association*, *South African Journal of Economics*, the *Global Strategy Journal*, the *Journal of Developmental Entrepreneurship*, and the *Journal of African Business*. Dr. Rolfe has received several awards for his research and teaching including the Cramer Fellow of International Taxation, the Alfred G. Smith Award for Excellence in Teaching, and the MIBS Outstanding Professor Award. He is a member of the Academy of International Business and the African Studies Association.

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**NAME/TITLE:** Kendall Roth, Senior Associate Dean of International Programs & Partners, Professor and Chair, Sonoco International Business Department, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Business Administration, International Business Major, University of South Carolina, 1986; B.S., University Studies, Oklahoma State University, 1979.

**PROFESSIONAL EXPERIENCE:** Dr. Roth holds the J. Willis Cantey Chair of International Business and Economics and is a Fellow of the Academy of International Business. He has been a faculty member at DMSB since 1986, and a recipient of the USC Educational Foundation Award for Research in Professional Schools. He is the Executive Director of CIBER and also is the Chair of the Sonoco International Business Department. He serves on the International Advisory Committee, Office of the Provost. Dr. Roth teaches global strategic management in the IMBA Program, and doctoral seminars in international business theory and cultural frameworks and methods. He has received the Alfred G. Smith Award for Excellence in Teaching. His research interests focus on institutional and socio-cultural approaches to understanding organization practices and routines within multinational enterprises. His interests include cultural frameworks from a methodological perspective, and applied to understanding behaviors within the multinational enterprise context. Dr. Roth's research has been published in top tier academic journals, including the *Academy of Management Journal*, *Academy of Management Review*, *Strategic Management Journal* and *Journal of International Business Studies*. He currently is serving his fifth term on the editorial board of the *Academy of Management Journal* and is also on the editorial board of *Strategic Management Journal*. He is on the Consulting Editors Board of *Journal of International Business Studies* and the Senior Advisory Board of *Global Strategy Journal*. Professionally, he has been involved in the Academy of Management, serving in roles such as a member of the Research Committee in the International Management Division, and chairing the AMJ Best Paper Committee. He has been active in AIB, most recently as chair of the Richard Farmer Dissertation Award Committee and as a member of the AIB Best Paper Award Committee.

**NAME/TITLE:** Joel Samuels, Professor of Law, University of South Carolina Law School, University of South Carolina.

**EDUCATION:** M.A., Russian and East European Studies, University of Michigan, 2003; Juris Doctor, University of Michigan Law School, 1999; B.A., Princeton University, 1994.

**PROFESSIONAL EXPERIENCE:** Joel H. Samuels is Professor of Law and Director of the Rule of Law Collaborative at the University of South Carolina. He was honored by the USC School of Law student body in 2007 and 2016 as the Outstanding Faculty Member for teaching excellence. Professor Samuels has authored articles on international boundary disputes, maritime piracy and domestic civil procedure, and he is a lead co-author of one of the premier casebooks on international law, *Transnational Law* (West Academic Press). Professor Samuels also lectures extensively on litigation matters involving foreign parties involved in cases in U.S. courts. As Director of the Rule of Law Collaborative, he oversees programming focused on rule of law development across the globe. In addition, he regularly lectures to U.S. Government officials from the State Department, the U.S. Agency for International Development, the Department of Justice and the Department of Defense on rule of law development abroad. Professor Samuels has also worked at the World Bank in both Washington (in the Office of the Vice President for Africa) and in Zimbabwe (at the African Capacity Building Foundation). During that time, he was a member of the World Bank team that drafted the Initiative for Capacity Building in Africa. In addition, he has been a contributor to several Russian newspapers and magazines and a variety of African publications.

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**NAME/TITLE:** Rajgopal Sashti, Director, Nine University and College International Studies Consortium of Georgia, Middle Georgia State University, Macon, Georgia.

**EDUCATION:** M.A. Geography, University of Akron, Ohio; M. A. Geography, Osmania University, Hyderabad, India; B. S. Geography, Osmania University.

**PROFESSIONAL EXPERIENCE:** Raj is responsible for oversight and enhancement of international education activities of the organization including faculty and curriculum development, study abroad and business and community outreach. He was recently awarded a Fulbright Specialist grant by the J. William Fulbright Foreign Scholarship Board and has been invited to serve on the peer review team for the Fulbright Program. Since joining Middle Georgia State University in fall 2014, he has developed collaborative relationships with half a dozen nationally recognized universities to organize overseas and domestic professional development programs for faculty members on international and area studies topics. Before joining MGA, Raj served as Director International Program Development and the consortium at Southern Polytechnic State, Clayton State and Columbus State Universities. Over the years, he has received Fulbright Scholarships to study and travel in Germany, Japan, and Brazil. During his 47 years of service to higher education, Raj has been awarded more than \$5,000,000 in direct and matching grants by USDE and other federal agencies and has directed more than three dozen Fulbright-program-funded domestic and overseas faculty development projects in almost all world regions.

**NAME/TITLE:** Barry L. Saunders, Vice President and Chief Financial Officer, Sonoco Products Company, Hartsville, South Carolina.

**EDUCATION:** MBA, University of South Carolina, 1989; B.S., Business Administration, University of South Carolina, 1981.

**PROFESSIONAL EXPERIENCE:** Mr. Saunders has been with Sonoco for twenty-five years, and in his current role for almost four years, where he has responsibility for all corporate financial and accounting activities (including financial reporting and accounting shared services) and all of Sonoco's business unit finance groups throughout the world (as all finance managers including the regional financial managers in Europe, Asia and Latin America report to him). He is a member of Sonoco's Management Committee, Risk Management Committee and Employee Benefits Investment Committee. Prior to being promoted to this position, he was based in Brussels, Belgium for four years where he served as Director of Finance for Sonoco's European operations. Other positions with Sonoco have included being Director of Financial Reporting and Assistant Treasurer/Director of Global Treasury Operations. Prior to joining Sonoco, Barry was an Audit Manager with Ernst & Young. Mr. Saunders is a Certified Public Accountant (CPA), and a member of the University of South Carolina CIBER International Business Advisory Council (IBAC).

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**NAME/TITLE:** Michael Shealy, CIBE Director and Regional Director, Africa, Middle East and Italy, Office of International Activities, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Command and General Staff College (CGSC), U.S. Army, Fort Leavenworth, KS, 1994; M.A. coursework, West European Studies, Indiana University, 1993; Defense Language Institute-Foreign Language Center (DLI-FLC), Monterey, CA (German, 1991; Italian, 1984), B.A., English, Presbyterian College, Clinton, South Carolina, 1981.

**PROFESSIONAL EXPERIENCE:** Mike Shealy has served as the Director and Managing Director of the University of South Carolina's Center for International Business Education (CIBE) since October 1994. As the principal administrator for the Center, Mike manages the federal, state and private funds and budgets associated with the CIBE. He is responsible for all CIBE activities and projects, assessments and evaluations of the Center activities, and submits all federal reports to the U.S. Department of Education. Among his other duties as CIBE Director and Regional Director, Mike has led both student and faculty study abroad trips and overseas study tours to North Africa, Sub-Saharan Africa and the Middle East on an annual basis since 2004. He also manages all the Faculty Development in International Business (FDIB) programs for the school, as well as most international business meetings, conference, workshops and national/international events. As a Regional Director, Mike collaborates with partner institutions and businesses on study programs, language training and testing, and study abroad/internship opportunities. Mike served on active duty (16 years) and reserve status (10 years) in the United States Army from 1982-2006, and retired as a Lieutenant Colonel, Military Intelligence, in 2006. He also taught middle school English in Cayce, SC, from 1981-82, while attending the M.A.T. graduate program in Education at the University of South Carolina.

**NAME/TITLE:** Charlene Spearen, Vice President of Academic Affairs, Allen University.

**EDUCATION:** Ph.D., Rhetoric and Composition, University of South Carolina, 2008, M.A., Creative Writing, University of South Carolina, 2003, B.A. English, University of South Carolina, 1997.

**PROFESSIONAL EXPERIENCE:** Dr. Spearen began her career with Allen University in 2009. Her primary research interests are the use of the sublime as a means for female empowerment in poetry written by women poets and global education across the curriculum as a means for enhancing and transforming teaching practices. She has authored a collection of poetry, *A Book of Exquisite Disasters*, University of South Carolina Press, 2012, which won the Palmetto Poetry Award. She has published widely in literary journals. Currently, she is working on a paper that examines the benefits of cross-discipline global education as a pathway to enhancing global competencies, critical thinking, understanding perspectives, learning communication skills, and developing empathy. Spearen has written, been awarded and served as the P.I. for a number of grants, including two National Endowment for the Arts grants. Dr. Spearen has also served as the chair for the university's SACSCOC Reaffirmation Committee, and is currently serving as the university's SACSCOC Liaison. As the chief academic officer, Dr. Spearen is working closely with the chair and faculty housed in the university's Business Division in developing a minor in International Business.

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**NAME/TITLE:** Andrew Spicer, Associate Professor of International Business, Sonoco International Business Department, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Wharton School, University of Pennsylvania, 1998.

**PROFESSIONAL EXPERIENCE:** Dr. Spicer's research and teaching focuses on the intersection of business and society in a global economy. His research has examined privatization policies and outcomes in post-communist countries; the effects of national context and identity on managers' ethical evaluations and behaviors; the processes that lead to the spread of corrupt business practices across regions and companies; and the role of institutional context in shaping business models designed to combat poverty around the world. He has published articles on these topics in the *Academy of Management Journal*, *Academy of Management Review*, *California Management Review*, *Strategic Management Journal*, *Journal of Business Ethics*, *Industrial and Corporate Change*, *Organizational Studies* and *Strategic Organizations*. He presently serves as an Associate Editor at the journals *Business and Society*, *Management and Organization Review*, and *Organization and Environment*. He has also written a series of teaching cases about the formulation and implementation of Walmart's sustainability strategy and acts as lead instructor for the survey course on international business offered through the Moore School's Faculty Development in International Business (FDIB) program.

**NAME/TITLE:** Hildy Teegen, Professor, Sonoco International Business Department, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Business Administration, International Business Major, 1993, and BBA, BA, International Business, Finance, Latin American Studies, University of Texas at Austin.

**PROFESSIONAL EXPERIENCE:** Dr. Teegen holds the USC Education Foundation Professorship in International Business and joined the Moore School as Dean, serving from 2007-2013. She served as a Senior Specialist with the Fulbright organization in Lima Peru in fall, 2014. She formerly served as Founder and Director of the George Washington University Center for International Business Education and Research and as Professor of International Business and International Affairs there. She teaches in the areas of international negotiations, managing in developing countries, foreign market analysis and design thinking. Her research concerns the strategic interaction between multinational firms, governments and nongovernmental organizations, particularly in domains related to economic development and sustainable business. Dr. Teegen's research has been published in top tier academic journals, including the *Academy of Management Journal* and the *Journal of International Business Studies*. She is co-author of several books, most recently of the seminal study commissioned by the Association for the Advancement of Colleges and Schools of Business (AACSB) on the globalization of management education. She formerly served as Department Editor (Institutions and Comparative Capitalism area) for the *Journal of International Business Studies* and reviews regularly for many top tier journals in management. She served on the Continuous Improvement Review Committee of the AACSB, the Editorial Board of *Biz Ed*, and on the Fulbright Association board and currently serves as an Advisor to the International Finance Corporation (private sector division of the World Bank Group) on business and sustainability, and is an active member of the Aspen Institute's Global Leadership Network. She was named a Liberty Fellow in 2008 and a member of the Young Presidents Organization in 2010.

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**NAME/TITLE:** Sherry M.B. Thatcher, Professor of Business Administration and Moore Business Partnership Foundation Fellow, Management Department, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Organizational Behavior, The Wharton School of Business, University of Pennsylvania, 2000; MBA, University of Hawaii, Manoa (UCLA), 1993; B.A. *Honors*, Pitzer College, 1989.

**PROFESSIONAL EXPERIENCE:** Dr. Thatcher joined the USC faculty in 2012 after being on the faculty at University of Louisville as an Associate Professor and the University of Arizona as an Assistant Professor. She teaches organizational behavior and leadership to professional MBA students and has taught leadership in a number of Executive Education programs. Her research revolves around teams and includes the study of intragroup conflict as it relates to diversity, fault lines, identity, and the effects of computer-mediated communication. She has authored numerous scholarly publications in these areas, including articles in the *Academy of Management Review*, *Academy of Management Journal*, *Journal of Applied Psychology*, *Organization Science*, *Journal of Management*, and *Decision Support Systems*. She received the prestigious Educational Foundation Award for Research from the University of South Carolina in 2016 and has received numerous best paper awards. She has given over 100 presentations related to her research and is often hosted by international universities as a visiting scholar. Her research has been funded by both private and public organizations, including the National Science Foundation. She has served as an Associate Editor at the *Academy of Management Review* and serves or has served on the editorial boards of *Academy of Management Review*, *Journal of Management*, and *Small Group Research*.

**NAME/TITLE:** Marc van Essen, Associate Professor, Sonoco International Business Department, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D. (Cum Laude), Business Administration, Rotterdam School of Management, Erasmus University, 2011; M.sc., Economics and Law (Cum Laude), Utrecht University, 2007.

**PROFESSIONAL EXPERIENCE:** Marc van Essen is an Associate Professor at the Sonoco International Business Department at the Darla Moore School of Business. He teaches Doing business in Europe at the undergraduate and PMBA level, and doctoral seminars in international business theory, comparative corporate governance, and different empirical methods. His primary research interests cover comparative corporate governance, institution-based view of business strategy, and meta-analytic research methods, with a particular focus on ownership concentration and identity. His work has been published or is forthcoming in several journals, to include: *Academy of Management Journal*, *Asia Pacific Journal of Management*, *Journal of Banking and Finance*, and many others. He is a member of the Academy of International Business, Academy of Management, American Law and Economics Association, and Meta-Analysis of Economics Research (MAER) Network. Additionally, he received several research distinctions and awards, including the Richard Farmer Best Dissertation Award of the Academy of International Business (2012), winner of International Management Division Best Paper Award at annual meeting of Academy of Management (2011), and the best paper proceedings of the 68<sup>th</sup>, 70<sup>th</sup>, 71<sup>st</sup> and 73<sup>rd</sup> annual meetings of the Academy of Management. He is currently serving his third term on the editorial board of *the Asia Pacific Journal of Corporate Governance: An International Review*. He is a reviewer for other journals, including: *Academy of Management Journal*, *Organization Science*, and *Strategic Management Journal*.

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**NAME/TITLE:** Nicholas Vazsonyi, Professor and Chair, Department of Languages, Literatures & Cultures, College of Arts & Sciences, University of South Carolina.

**EDUCATION:** Ph.D., Germanic Languages & Literatures, University of California, Los Angeles (UCLA), 1993; M.A., University of California, Los Angeles (UCLA), 1998; B.A., Indiana University, 1982.

**PROFESSIONAL EXPERIENCE:** Dr. Vazsonyi joined the USC faculty in 1997 after being on the faculty at Vanderbilt University for three years as a Visiting Assistant Professor. He teaches German literature and culture from the 18<sup>th</sup> through the 20<sup>th</sup> centuries with a particular focus on music and opera, especially the life and works of Richard Wagner. Dr. Vazsonyi has published two monographs, *Lukács Reads Goethe: From Aestheticism to Stalinism* (1997) and *Richard Wagner: Self-Promotion and the Making of a Brand* (Cambridge University Press, 2010), which was republished in paperback and appeared in German translation in 2012. He has also published four edited books, including *Wagner's Meistersinger: Performance, History, Representation* (2003, paperback 2004) and more recently *The Cambridge Wagner Encyclopedia* (2013). He is currently finishing *The Cambridge Companion to Richard Wagner's Der Ring des Nibelungen*, set to appear in 2019. Dr. Vazsonyi has also published over 30 articles and chapters on topics ranging from Montesquieu, Goethe, and Schiller to the works of Bela Bartok, and *Babette's Feast*. He is on the editorial board of the German journal *wagnerspectrum* and was guest editor of the July 2015 issue of *The Wagner Journal* based in London. He has given over 60 talks and presentations, including regular appearances at non-academic Wagner Societies in the USA (NYC, Boston, DC, Chicago, San Francisco) and abroad. For his outstanding contributions to his field which have garnered international recognition, he became Jesse Chapman Alcorn Memorial Professor of German & Comparative Literature, an endowed chair he has held since 2011. He became Chair of the sizeable Languages Department in 2013.



**NAME/TITLE:** Douglas Woodward, Director of Division of Research and Professor of Economics, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Economics, University of Texas, 1986; M.A., Economics, NYU, 1981, B.A. Economics, State University of New York (SUNY) Purchase, 1978.

**PROFESSIONAL EXPERIENCE:** Dr. Woodward joined the University of South Carolina faculty in 1987. His primary research interests today are regional economics, firm location, urban and industrial clustering, and foreign direct investment. He is co-author of a book on foreign direct investment in the United States, *The New Competitors*, ranked as one of the “top ten business and economics books” by Business Week and listed by Fortune as one of the books “CEOs are reading. He has published widely in academic journals, including the *Journal of Urban Economics*, the *Journal of Regional Science*, *Regional Science and Urban Economics*, the *Journal of Economic Geography*, and the *Review of Economics and Statistics*. He also has ongoing research investigating foreign investment and entrepreneurial success in Africa. Over his career, he has received numerous grants; from the National Science Foundation, the U.S. Department of Education, and many other funding agencies. He has testified before local, state, and national government committees and has presented his research at many conferences around the world, including the World Economic Forum in Davos, Switzerland. He has often appeared in the media discussing economic development and related topics. Professor Woodward served President of the North American Regional Science Council and President of the Southern Regional Science Association. He is Associate Editor of the *Journal of Regional Science* and the *Review of Regional Studies*. He was and in 2016 he was honored as a Fellow of the Southern Regional Science Association.

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**NAME/TITLE:** Chris Yenkey, Assistant Professor of International Business, Darla Moore School of Business, University of South Carolina.

**EDUCATION:** Ph.D., Sociology, Cornell University, 2011; B.A., Economics, University of Texas-Austin, 2001.

**PROFESSIONAL EXPERIENCE:** Dr. Yenkey’s research extends sociological theories of social diversity, segregation and inter-group trust into the analysis of market development, especially in sub-Saharan Africa. This line of work is exemplified in two major projects. In a recently completed project, Dr. Yenkey studied multiple aspects of investor participation in Kenya’s frontier stock market, the Nairobi Securities Exchange. Here, he analyzes how ethnic group boundaries influence the recruitment of new investors by studying how market information diffuses through an ethnically diverse and contentious society and how ethnic relationships between investors and intermediaries paradoxically increase vulnerability to fraud victimization without reducing trust in the market. In a second project, Dr. Yenkey deepens our understanding of corruption and market development by studying the network of global capital flows into African countries through the SWIFT interbank transfer network. In a separate project, Dr. Yenkey and co-authors explain the effects of interpersonal ties and the responses of global organizations to corrupt practices in a study of performance enhancing drug use in professional sports. Dr. Yenkey’s research has been published in top outlets including *Administrative Science Quarterly*, *American Journal of Sociology*, and *Social Forces*. These papers have been recognized with several awards, including the William H. Newman Best Dissertation Paper Award and the Louis R. Pondy Best Paper Award from the Academy of Management, the Mark Granovetter Prize for Best Published Article and the Ronald S. Burt Outstanding Paper Award from the American Sociological Association, and an Editor’s Choice Award from *Administrative Science Quarterly*.

## **Section 7**

### Other Narrative Attachment Form

- CIBE Budget Notes

## **Budget Notes**

### **Detailed Budget Explanation: October 1, 2018 - September 30, 2022**

All figures for faculty salaries included in the proposal are based on the nine- or twelve-month salaries of the individuals designated depending on their terms of appointment. Salary figures used are those for 2018-2019. A 3% pay raise has been estimated and calculated for all Center Administration personnel in Years 2 and 4 of the grant cycle. In cases where a particular faculty member has not yet been assigned to a specific activity, the average Moore School of Business International Business professor nine-month salary (\$150,000) was used.

*Fringe benefits for all faculty and staff are calculated at 23.81% (15.52% for state retirement, 7.65% for FICA, 0.09% for unemployment compensation, and 0.55% for worker's compensation) of salary. Health insurance rates for twelve month and nine month appointments (respectively) are \$346.92 and \$462.66 (employees only), \$672.20 and \$896.27 (employee/spouse), \$524.30 and \$699.07 (employee/child), and \$507.04 and \$1,117.04 (full family) per person per month. Fringe benefits for graduate research and teaching assistants are calculated at 0.3% of salary. Fringe benefits for temporary help are calculated at 8.29% of salary. An 8% indirect cost rate has been applied to total direct charges budgeted for both the Department of Education and the University of South Carolina.*

The per diem for all foreign travel will not exceed the State Department rate for that destination. Foreign travel will comply with the Fly America Act and/or the Open Skies Agreement, as applicable.

The budget narrative covers the budget for all four years. Where levels of support are requested or matching funds vary by year, a full explanation is provided in the appropriate location. The Budget Category enumeration used in these **Budget Notes** is the same as that used on ED Form 524: (1) Personnel, (2) Fringe Benefits, (3) Travel, (4) Equipment, (5) Supplies, (6) Contractual, (7) Construction and (8) Other.

#### **CENTER ADMINISTRATION:**

**1. Personnel:** (a) No DOE funding is requested for this activity during the four years of the grant period; (b) USC will designate a total of \$351,869 in center administration personnel funding over the four years of the grant period - the Faculty Executive Director of CIBE, Senior Associate Dean Kendall Roth, and Mike Shealy, CIBE Director, will devote 5% and 50% of their time (respectively) to the administration of the Center, while the Research Director, Professor Tatiana Kostova, and the Outreach Director, Professor Hildy Teegen, will each devote 5% of their time to the administration of the research and outreach efforts (respectively) of CIBE. The CIBER Associate Director, Charlotte Cardenas, will devote 10% of her time to the administration of the grant.

**2. Fringes:** (a) No DOE funding is requested for this activity during the four years of the grant period; (b) USC will provide a total of \$83,778 in center administration fringes over the four years of the grant period for the Faculty Executive Director of CIBE (Senior Associate Dean Kendall Roth), the CIBE Director (Mike Shealy), the CIBE Research Director (Professor Tatiana Kostova), CIBE Outreach Director (Professor Hildy Teegen), and the CIBE Associate Director (Charlotte Cardenas).

**3. Travel:** DOE foreign travel funding of \$4,000 per year for the four-year grant period is requested for the CIBE Administration to visit overseas locations and international partner schools, faculty and students, as well as coordinate and lead international business program activities. DOE domestic travel funding of \$3,000 (Years 1 and 2) and \$2,500 (Year 3) and \$3,500 (Year 4) is requested for the CIBE Administration to travel to U.S. locations for CIBE conferences, seminars, workshops and meetings.

**5. Supplies:** (a) DOE funding of \$2,500 (Year 1), \$3,000 (Year 2), \$1,000 (Year 3) and \$2,700 (Year 4) is requested for the purchase of supplies used in CIBE activities; (b) USC will provide a total of \$3,075 in supplies during the four years of the grant for Center Administration activities.

**8. Other:** DOE funding in the amount of \$1,000 per year in all four years of the grant period is requested to support the USC CIBE website creation and maintenance, International Resource Information System (IRIS) reporting requirements, CIBWeb updates, and other database requirements for administration of the grant.

#### **PhD 1. Doctoral Student Education – Dual Degree Doctoral Consortium:**

**3. Travel:** (a) DOE foreign travel funding of \$3,000 (Year 1), \$5,500 (Year 2) and \$1,500 (Year 3) is requested for faculty and staff to travel to overseas locations for the development of the PhD dual degree programs with international partner schools; (b) USC will also provide \$18,000 in foreign travel funds for this activity over the four-year grant period.

**PhD 2. Doctoral Student Education – IB Doctoral Course Development:**

**8. Other:** (a) DOE funding of \$500 (Years 1 and 2) is requested for curriculum development in multidisciplinary perspectives for PhD candidates; (b) USC will also provide \$1,500 in cost-sharing funds for this activity over the four-year grant period.

**GRADUATE 1. Professional Graduate Programs: MIB Program – Double Degree Development:**

**8. Other:** (a) DOE funding of \$2,500 (Year 1), \$1,000 (Year 2) and \$500 (Year 3) is requested for MIB faculty and staff to travel to overseas locations for the development of MIB dual degree programs with international partner schools; (b) USC will also provide a total of \$12,500 in foreign travel funds for this activity.

**GRADUATE 2. Professional Graduate Programs: MIB Program – MIB Articulation Agreements:**

**8. Other:** (a) DOE funding of \$1,000 (Year 1), \$2,500 (Year 2) and \$1,500 (Year 3) is requested for MIB faculty and staff to develop articulation agreements for five new MIB dual degree programs with international partner schools; (b) USC will also provide a total of \$11,500 in funding for this activity over the four-year grant period.

**GRADUATE 3. Professional Graduate Programs: MIB Program –MIB Analytics “Bootcamp”:**

**8. Other:** (a) No DOE funding is requested for the MIB quantitative foundations bootcamp activity; (b) USC will provide a total of \$5,000 in funding for this activity over the four-year grant period.

**GRADUATE 4. Professional Graduate Programs: MIB Program – MIB Analytics**

**8. Other:** (a) DOE funding of \$3,000 in each year of the four year grant (for a total of \$12,000) is requested course development over the course of the grant cycle; (b) USC will also provide \$10,000 in cost-sharing funds for this activity over the four-year grant period.

**GRADUATE 5. Professional Graduate Programs: MIB Program – MIB Analytics International Partnership**

**8. Other:** (a) No DOE funding is requested for this activity; (b) USC will provide \$6,000 total (\$2,000 in Years 1 and 2; and \$1,000 in Years 3 and 4) in cost-sharing funds for this activity over the four-year grant period.

**GRADUATE 6. Professional Graduate Programs: MIB Program – Executive MIB Programs/International Strategy/International Finance Certificates- Shorelight:**

**8. Other:** (a) No DOE funding is requested for this activity; (b) USC will provide \$5,500 in funding for this activity over the four-year grant period.

**GRADUATE 7. Professional Graduate Programs: International MBA (IMBA) Program – IMBA International Strategy/International Finance Certificates:**

**8. Other:** (a) No DOE funding is requested for this activity; (b) USC will provide \$4,000 in funding for this activity over the four-year grant period (\$1,000 in each of the four years).

**UNDERGRADUATE 1. Undergraduate Cohort Programs: International Business MENA (IBMENA) Program**

**8. Other:** (a) No DOE funding is requested for this activity; (b) USC will provide \$4,000 in funding for this activity over the four-year grant period (\$1,000 in each of the four years).

**UNDERGRADUATE 2. Undergraduate Cohort Programs: Language and Regional Cohort Programs:**

**3. Travel:** (a) DOE funding of \$1,000 (Year 2), \$2,500 (Year 3) and \$1,000 (Year 4) is requested for undergraduate program personnel to travel to Japan, Brazil and Russia to coordinate and establish three new undergraduate cohort programs with international partner schools; (b) USC will also provide a total of \$16,500 in foreign travel funds - \$4,500 (Years 1, 2 and 3) and \$3,000 (Year 4) - for this activity over the four-year grant period.

**UNDERGRADUATE 3. Undergraduate Cohort Programs: Multi-Country/Thematic Cohort Programs**

**3. Travel:** (a) DOE funding of \$1,000 in Year 3 is requested for foreign travel funding for undergraduate program personnel to travel to China, Australia and/or Chile to coordinate new undergraduate cohort programs with international partner schools; (b) USC will also provide \$9,500 in foreign travel funds for this activity over the four-year grant period.

**UNDERGRADUATE 4. International Business Major: International Business Analytics**

**8. Other:** (a) DOE funding of \$5,000 (Year 1) is requested for undergraduate program personnel and other faculty and staff to develop and implement five distinct analytics activities into the undergraduate international business major; (b) USC will also provide a total of \$5,000 in curriculum development funds for this activity during the four-year grant period.

**UNDERGRADUATE 5. International Business Major: International Business Analytics – Experiential Projects and Internships**

**8. Other:** (a). No DOE funding is requested for this activity; (b) USC will provide a total of \$4,000 in curriculum development funding (\$1,000 in each of the four years) for this activity over the four-year grant period.

**UNDERGRADUATE 6. International Business Major: International Business Analytics – International Partnership with Universidad de Chile**

**8. Other:** (a). No DOE funding is requested for this activity; (b) USC will provide a total of \$4,000 in curriculum development funding (\$1,000 in each of the four years) for this activity over the four-year grant period.

**UNDERGRADUATE 7. Internationalization of Undergraduate Education – Global Graduate Leadership Distinction (non-IB Majors)**

**8. Other:** (a) DOE funding of \$1,000 (Years 1, 2, 3 and 4) is requested in the development and support of the Global Graduate Leadership Distinction program; (b) USC will also provide \$1,000 per year (a total of \$4,000) in curriculum development funding for this activity over the four-year grant period.

**UNDERGRADUATE 8. International Business Major: Functional Major (Accelerated Design)**

**8. Other:** (a) No DOE funding is requested for this activity; (b) USC will provide a total of \$4,000 (\$1,000 in each year) in curriculum development funding for this activity over the four-year grant period.

**UNDERGRADUATE 9. International Business Major: Reserve Officer Training Corps (ROTC) Initiative with the Department of Languages, Literatures and Cultures – Project GO**

**8. Other:** (a) DOE funding of \$2,000 (Years 2, 3 and 4) is requested in the development and support of the ROTC initiative – Project GO - with the USC College of Arts and Sciences Department of Languages, Literature and Cultures; (b) USC will also provide a total of \$6,000 in curriculum development funding for this activity over the four-year grant period.

**UNDERGRADUATE 10. Functional Major Programs: Development of Business Language Programs with the Department of Languages, Literatures and Cultures – OPI & OPIc**

**8. Other:** (a) DOE funding of \$2,500 (Years 1, 2, 3 and 4) for a total of \$10,000 is requested in the training and certification of USC business foreign language faculty to administer the ACTFL Oral Proficiency (OPI and OPIc) testing; (b) USC will also provide a total of \$4,000 in funding for this activity over the four-year grant period.

**UNDERGRADUATE 11. Functional Major Programs: Development of Business Language Programs with the Department of Languages, Literatures and Cultures (LLC)**

**8. Other:** (a) DOE funding of \$2,500 (Years 1 and 2), \$3,500 (Year 3) and \$2,500 (Year 4) is requested for the design, development and introduction of Portuguese and Russian business languages courses with the USC College of Arts and Sciences Department of Languages, Literature and Cultures; (b) USC will also provide \$1,000 each year in funding for this activity over the four-year grant period.

**UNDERGRADUATE 12. Functional Major Programs – Development of STSA Programs with LLC**

**3. Travel:** (a) DOE funding of \$2,000 each year in Years, 2, 3 and 4 is requested for foreign travel for Moore School faculty and staff to development and implement short term study abroad programs for non-business students and faculty leaders; (b) USC will also provide a total of \$12,000 in funding for this activity over the four-year grant period.

**UNDERGRADUATE 13. International Business Major - Critical Thinking Initiative in collaboration with the USC Honors College (SCHC) – IB Thesis Development**

**8. Other:** (a) DOE funding of \$1,000 (Years 1 and 2), \$2,000 (Year 3) and \$1,000 (Year 4) is requested for international business theses development under the Critical Thinking Initiative for SCHC undergraduate international business majors; (b) USC will also provide \$6,000 in curriculum development funding for this activity over the four-year grant period.

**UNDERGRADUATE 14. International Business Major - Critical Thinking Initiative in collaboration with the USC Honors College (SCHC) – IB Thesis Research Conference**

**8. Other:** (a) DOE funding of \$1,000 (Years 1, 2 and 4) and \$2,000 (Year 3) is requested for hosting an annual international business thesis research conference for international business majors; (b) USC will also provide \$6,000 in conference development and hosting funding for this activity over the four-year grant period.

**UNDERGRADUATE 15. International Business Education – Course Embedded STSA Programs**

**8. Other:** (a) DOE funding of \$1,000 (Years 1, 2 and 3) is requested for the development and design of embedded short term study abroad programs for business students; (b) USC will also provide \$1,000 per year (a total of \$4,000) in curriculum development funding for this activity over the four-year grant period.

**UNDERGRADUATE 16. International Business Education - Online Courses (Int'l Marketing and Int'l Finance)**

**8. Other:** (a) No DOE funding is requested for this activity; (b) USC will provide \$1,000 (Year 1), \$2,000 (Year 2), \$1,000 (Year 3) and \$1,500 (Year 4) for faculty compensation and technology expenses for the design and development of these two online courses over the four-year grant period.

**UNDERGRADUATE 17. International Business Education – New STSA Programs**

**8. Other:** (a) DOE funding of \$1,000 each year (Years 1, 2, 3 and 4) is requested for the design and development of two short term study abroad programs per year for non-business students and faculty leaders; (b) USC will also provide a total of \$4,000 (\$1,000 each year) in funding for this activity over the four-year grant period.

**BUSINESS 1. Outreach to Businesses/Government – Automotive Industry Cluster Initiative**

**1. Personnel:** (a) No DOE funding is requested for this activity during the four years of the grant period; (b) USC will designate a total of \$120,000 in faculty compensation funding over the four years of the grant period - the CIBE Outreach Director (Professor Hildy Teegen) and three other business faculty will each devote 5% of their time and effort to this activity each year of the four-year grant.

**2. Fringes:** (a) No DOE funding is requested for this activity during the four years of the grant period; (b) USC will provide a total of \$28,572 in faculty fringes over the four years of the grant period for this activity - the CIBE Outreach Director (Professor Hildy Teegen) and three additional USC business faculty members.

**3. Travel:** (a) DOE foreign travel funding of \$4,000 (Year 1) and \$10,000 in Years 2, 3 and 4 (for a total of \$34,000) is requested for the Outreach Director and the other business faculty to travel to overseas locations in support of this activity. DOE domestic travel funding of \$1,000 (Year 1) and \$5,000 (Years 2, 3 and 4) is requested for the Outreach Director and other business faculty to travel to U.S. locations in support of this activity.

**BUSINESS 2. Outreach to Businesses/Government – Export Market Consulting Initiative with SBDC:**

**8. Other:** DOE funding of \$2,000 in each year of the four-year grant is requested for data acquisition and materials in support of this activity with the Small Business Development Center (SBDC).

**BUSINESS 3. Outreach to Businesses/Government – Executive Education Open and Custom Program:**

**8. Other:** (a) No DOE funding is requested for this activity; (b) USC will provide \$1,000 each year (a total of \$4,000) in funding for this activity over the four-year grant period.

**BUSINESS 4. Outreach to Businesses/Government – Executive Education on Business, Language and Culture:**

**8. Other:** (a) DOE funding of \$2,500 in Years 2, 3 and 4 is requested for curriculum and program development in support of this executive education activity; (b) USC will also provide \$1,000 each year (a total of \$4,000) in funding for this activity over the four-year grant period.

**BUSINESS 5. Outreach to Businesses/Government – International Speaker Series Initiative in collaboration with the Folks Center for International Business, Walker Institute and Palmetto Forum:**

**3. Travel:** (a) DOE foreign travel funding of \$7,000 (Year 1), \$3,000 (Year 2), \$4,000 (Year 3) and \$3,000 (Year 4) is requested for international speaker travel to USC in support of this activity. DOE domestic travel funding of \$1,000 (Year 4) is requested for domestic-based speaker travel to USC in support of this activity; (b) USC will also provide a total of \$19,000 in foreign travel funding and \$9,000 in domestic travel funding for both international and domestic-based speaker travel in support of this activity over the four-year grant cycle.

**BUSINESS 6. Outreach to Businesses/Government – International Business/Legal Blog with Nexsen Pruitt**

**8. Other:** DOE funding of \$500 in each of the four years of the grant (a total of \$2,000) is requested to establish and maintain a business/legal blog with Nexsen Pruitt; (b) USC will also provide \$1,500 (Years 1, 2 and 3) and \$1,000 (Year 4) in funding for this activity over the four-year grant period.

**BUSINESS 7. Outreach to Businesses/Government – Rule of Law Collaboration Initiative:**

**8. Other:** DOE funding of \$2,500 in each year of the four-year grant (a total of \$10,000) is requested for curriculum development and conference venue funding in support of this activity; (b) USC will also provide \$1,000 each year (a total of \$4,000) in funding for this activity over the four-year grant period.

**OUTREACH 1. National/Regional Outreach – MSI/CC Internationalization Initiative (Southeast Regional):**

**3. Travel:** DOE foreign travel funding of \$15,000 (Year 1), \$12,000 (Year 2), \$9,500 (Year 3) and \$9,000 (Year 4) is requested for MSI and Community College faculty and students to travel on STSA programs led by USC faculty and staff.

**8. Other:** (a) DOE domestic travel funding of \$10,000 (Year 1), \$3,000 (Year 2), \$10,000 (Year 3), and \$3,000 (Year 4) is requested for USC faculty travel to the on-site FDIB seminars and MSI/CC partner-school locations for one-on-one mentoring visits and FDIB instruction, as well as to provide travel stipends to MSI/CC faculty to travel to seminar and workshop locations in support of this activity; (b) DOE funding in the amount of \$5,000 (Years 1 and 2), \$7,500 (Year 3), and \$8,000 (Year 4) is requested for the conference venue expenses for the FDIB seminars, pedagogical workshops and MSI/CC program fee support.

**OUTREACH 2. National/Regional Outreach – CIBE MSI/CC Consortium (CMCC) Initiative (National-Level):**

**8. Other:** (a) DOE foreign travel funding of \$2,500 each year (a total of \$10,000) is requested for MSI and Community College faculty and students to travel on CIBE consortium overseas FDIB/PDIB programs; (b) DOE domestic travel funding of \$2,500 each year (a total of \$10,000) is requested for MSI/CC faculty and students to travel to CIBE host locations for workshops, conferences, faculty development programs, case-competitions and other consortium activities; (c) DOE funding in the amount of \$5,000 per year (a total of \$20,000) is requested for the CIBE host location conference venue expenses for workshops, conferences, faculty development programs, case-competitions and other consortium activities.

**OUTREACH 3. National/Regional Outreach – Biennial Institutional Frontiers Research Conference:**

**8. Other:** (a) DOE funding in the amount of \$15,000 (Years 2 and 4) is requested for the conference venue expenses; USC will also provide \$10,000 (Year 2) and \$15,000 (Year 4) in support of this activity; (b) DOE domestic travel funding of \$2,000 (Years 2 and 4) is requested for outreach faculty travel to the conference venue; (c) DOE funding in the amount of \$1,500 (Years 2 and 4) is requested for the materials for the conference; (d) DOE funding in the amount of \$500 (Years 2 and 4) is requested for printing and postage expenses for this activity; (e) DOE funding in the amount of \$3,000 (Years 2 and 4) is requested for payment of honoraria to distinguished outreach faculty participants and keynote speakers of this biennial conference.

**OUTREACH 4. National/Regional Outreach – Annual Comparative Governance Research Conference with Hitotsubashi University**

**8. Other:** (a) DOE funding in the amount of \$5,000 (Years 1 and 2) and \$4,000 (Years 3 and 4) is requested for the annual conference venue expenses; (b) USC will also provide \$3,000 (Years 1 and 2) and \$5,000 (Year 3) in support of this activity over the four-years of the grant cycle.

**OUTREACH 5. National/Regional Outreach – African Research Conference with Stellenbosch University**

**8. Other:** DOE funding in the amount of \$5,000 (Year 1) is requested for the one-time conference co-sponsorship and venue expenses.

**OUTREACH 6. National/Regional Outreach – Faculty Development in International Business (FDIB) Programs**

**8. Other:** DOE funding in the amount of \$15,000 (Year 1), \$12,000 (Year 2) and \$10,000 (Years 3 and 4) is requested to provide scholarship stipend support to faculty from underrepresented schools – primarily MSI/CC – to attend the annual USC FDIB pedagogical seminars each summer.

**OUTREACH 7. National/Regional Outreach – Faculty Development in International Business (FDIB) New Courses Development:**

**8. Other:** (a) DOE funding in the amount of \$1,000 (Year 2) is requested for the design, development and implementation of four new thematic-based FDIB courses over the course of the grant cycle; (b) USC will also provide a total of \$4,000 (\$1,000 each year of the four-year grant) to support this activity.

**OUTREACH 8. National/Regional Outreach – Annual FDIB-Sub-Saharan Africa Program:**

**8. Other:** DOE participant foreign travel funding (airfare and program fee stipends) in the amount of \$25,000 (Year 1), \$23,000 (Year 2), \$27,000 (Year 3) and \$12,000 (Year 4) is requested for support to faculty from underrepresented schools – primarily MSI/CC – to attend the annual USC overseas FDIB-Sub-Saharan Africa program.

**OUTREACH 9. National/Regional Outreach – Annual Alumni/Executive Development in IB (AEDIB) Program:**

**8. Other:** DOE leader foreign travel funding (airfare and program fee stipends) in the amount of \$5,000 (Years 1 and 2) and \$10,000 (Years 3 and 4) is requested for support of this activity over the four-year grant period.

**OUTREACH 10. National/Regional Outreach – USC International Perspectives on Higher Education (IPHE):**

**8. Other:** DOE participant foreign travel funding in the amount of \$6,000 in each of the four years of the grant period (a total of \$24,000) is requested for support for USC faculty and staff – as well as MSI/CC outreach faculty and staff - to attend this annual USC overseas program to develop skills and knowledge for leading future student study abroad programs.

**OUTREACH 11. National/Regional Outreach – Annual FDIB-MENA Program (with BYU):**

**8. Other:** DOE participant foreign travel funding in the amount of \$12,000 (Year 1), \$6,000 (Year 2), \$10,000 (Year 3) and \$12,000 (Year 4) is requested for support to faculty from underrepresented schools – primarily MSI/CC – to attend the annual USC overseas FDIB-MENA program, led by BYU and co-led by USC CIBE.

**OUTREACH 12. National/Regional Outreach – Annual FDIB-China/Hong Kong Program (with UC Denver):**

**8. Other:** DOE participant foreign travel funding in the amount of \$6,000 per grant year (a total of \$24,000) is requested for support to faculty from underrepresented schools – primarily MSI/CC – to attend the annual overseas FDIB-China/Hong Kong program, lead-managed by the University of Colorado Denver.

**OUTREACH 13. National/Regional Outreach – Annual FDIB-Pacific Alliance (with Miami):**

**8. Other:** DOE participant foreign travel funding in the amount of \$6,000 per grant year (a total of \$24,000) is requested for support to faculty from underrepresented schools – primarily MSI/CC – to attend the annual overseas FDIB Pacific Alliance program, lead-managed by the University of Miami (FL).

**OUTREACH 14. National/Regional Outreach – Biennial ISLSP/CIBE Language Conference:**

**8. Other:** DOE funding in the amount of \$2,000 (Years 2 and 4) is requested for the biennial conference co-sponsorship support and for the Business Language Research and Teaching (BLRT) competitive awards stipend.

**OUTREACH 15. National/Regional Outreach – CIBE Book Series – FDIB Program (with Maryland):**

**8. Other:** DOE funding in the amount of \$5,000 in each grant year (\$20,000 total) is requested to compile, author and publish a book or journal containing original articles and commentary – primarily from MSI/CC participants - from each of the four annual USC CIBE FDIB-Africa programs, 2019-2022, in collaboration with the University of Maryland.

**OUTREACH 16: National/Regional Outreach – CUIBE, PACIBER, NASBITE and NDEC Memberships:** Although no DOE funding is requested for this activity, USC will provide a total of \$7,000 per grant year (a total of \$28,000) in membership fees/dues in support of these important international business organizations.

**OUTREACH 17. National/Regional Outreach – Office of IB Student Outreach with Magnet Schools:**

**8. Other:** (a) DOE funding in the amount of \$1,000 in each of the four years of the grant period is requested for support of career internationalization activities and curriculum development in outreach activities to local Magnet High/Middle Schools; (b) USC will also provide \$1,000 in each year of the grant period in support of this activity.

**RESEARCH THEME 1. Comparative Corporate Governance, Institutions and Global Strategy:**

**1. Personnel:** (a) No DOE funding is requested for this activity during the four years of the grant period; (b) four USC international business faculty will each devote 2.5% of their time and effort to this research activity in each year of the four-year grant cycle (for a total of \$60,000 in matching funds).

**2. Fringes:** (a) No DOE funding is requested for this activity during the four years of the grant period; (b) USC will provide a total of \$14,288 in fringes over the four years of the grant period for the four international business faculty researchers.

**3. Travel:** DOE foreign travel funding of \$15,000 in each year of the grant cycle is requested in order for USC faculty to conduct international data gathering/research for this research theme over the four-year grant period. DOE domestic travel funding of \$1,000 per grant year is requested to conduct research on these projects over the four-year grant cycle.

**8. Other:** DOE funding in the amount of \$4,000 per grant year is requested for the purchase of research databases.

**RESEARCH THEME 2. Innovation, Technological Disruption and Global Competitiveness of MNCs:**

**1. Personnel:** (a) No DOE funding is requested for this activity during the four years of the grant period; (b) four USC international business faculty will each devote 2.5% of their time and effort to this research activity in each year of the four-year grant cycle (for a total of \$60,000 in matching funds).

**2. Fringes:** (a) No DOE funding is requested for this activity during the four years of the grant period; (b) USC will provide a total of \$14,288 in fringes over the four years of the grant period for the four international business faculty researchers.



- 3. Travel:** DOE foreign travel funding of \$15,000 in each year of the grant cycle is requested in order for USC faculty to conduct international data gathering/research for this research theme over the four-year grant period. DOE domestic travel funding of \$3,000 per grant year is requested to conduct research on these projects over the four-year grant cycle.
- 5. Supplies:** DOE funding of \$1,000 in each year of the grant period (a total of \$4,000) is requested for the purchase of supplies used in research activities.
- 8. Other:** DOE funding in the amount of \$1,000 per grant year is requested for the purchase of research databases.

**RESEARCH THEME 3. Business Government Relations and the Management of Political Risk:**

- 1. Personnel:** (a) No DOE funding is requested for this activity during the four years of the grant period; (b) four USC international business faculty will each devote 2.5% of their time and effort to this research activity in each year of the four-year grant cycle (for a total of \$60,000 in matching funds).
- 2. Fringes:** (a) No DOE funding is requested for this activity during the four years of the grant period; (b) USC will provide a total of \$14,288 in fringes over the four years of the grant period for the four international business faculty researchers.
- 3. Travel:** DOE foreign travel funding of \$15,000 in each year of the grant cycle is requested in order for USC faculty to conduct international data gathering/research for this research theme over the four-year grant period. DOE domestic travel funding of \$2,000 per grant year is requested to conduct research on these projects over the four-year grant cycle.
- 8. Other:** DOE funding in the amount of \$3,000 per grant year is requested for the purchase of research databases.

**RESEARCH THEME 4. Ethics and Responsible Global Business Leadership:**

- 1. Personnel:** (a) No DOE funding is requested for this activity during the four years of the grant period; (b) four USC international business faculty will each devote 2.5% of their time and effort to this research activity in each year of the four-year grant cycle (for a total of \$60,000 in matching funds).
- 2. Fringes:** (a) No DOE funding is requested for this activity during the four years of the grant period; (b) USC will provide a total of \$14,288 in fringes over the four years of the grant period for the four international business faculty researchers.
- 3. Travel:** DOE foreign travel funding of \$15,000 in each year of the grant cycle is requested in order for USC faculty to conduct international data gathering/research for this research theme over the four-year grant period. DOE domestic travel funding of \$2,000 per grant year is requested to conduct research on these projects over the four-year grant cycle.
- 8. Other:** DOE funding in the amount of \$3,000 per grant year is requested for the purchase of research databases.

**RESEARCH 21. Competitive International Business Research Program – CIBE Scholars:**

- 3. Travel:** DOE foreign travel funding of \$8,000 (Year 1), \$5,000 (Year 2) and \$10,000 (Years 3 and 4) is requested in order for USC non-IB department faculty to conduct international data gathering/research for this activity over the four-year grant cycle.
- 8. Other:** DOE funding in the amount of \$2,000 in each year of the grant period is requested for the purchase of research databases.

**PROJECT EVALUATION. Evaluation and Assessment of CIBE Programs and Activities:**

- 1. Personnel:** (a) No DOE funding is requested for this activity during the four years of the grant period; (b) Jason Beever, Moore School Director of Assessment, will devote 5.0% of his time to this activity in each year of the four-year grant.
- 2. Fringes:** (a) No DOE funding is requested for this activity during the four years of the grant period; (b) USC will provide a total of \$3,072 in fringes over the four years of the grant period for the Director of Assessment.
- 5. Supplies:** (a) DOE funding of \$3,000 (Year 1), \$2,700 (Year 2) and \$3,000 (Years 3 and 4) is requested for supply purchases in support of this activity; (b) USC will provide \$1,000 total for supplies in support of this evaluation activity.
- 8. Other:** (a) DOE funding in the amount of \$6,000 (Year 4) is requested for honoraria for the external evaluators for this activity; (b) DOE domestic travel funding in the amount of \$3,000 (Year 4) is requested for the external evaluators travel to the USC campus; (c). DOE funding in the amount of \$22,000 (Year 1), \$15,000 (Year 2), \$20,000 (Year 3) and \$14,000 (Year 4) is requested to 1) purchase databases and/or produce surveys for assessment and evaluations of CIBE projects and activities during the entire grant cycle and 2) provide funding in each year of the four-year grant cycle for the continued development of the major CIBE initiative “effectiveness in IB student competency” empirically-based model to measure and assess student backgrounds in tandem with the many student experiences and activities undertaken at the university level.

## **Section 8**

### Other Narrative Attachment Form

- CIBE Project Evaluation Plan Chart

## CIBE Evaluation Plan Chart

|   | ACTIVITIES BY GRANT YEAR   |              |
|---|--|--------------|
|   | Evaluation Activity  | Type         |
| <b>1.3.1. PhD</b><br>Dual Degree Doctoral Consortium                            | Analysis of Global Context via Dual Degree Comps & Research Defense  | Q2           |
| IB Doctoral Course Development  | Assessment of Two New Courses on Multidisciplinary Perspectives  | Quantitative |
| <b>1.4.1. MIB</b><br>Double Degree (DD) Program Development                     | Assessment of Dual Degree Curricula and Language Testing of Students   | Quantitative |
| <b>1.4.2. MIB</b><br>Articulation Agreements                                    | Analysis of Agreements (Legal, Administrative and Student Balance)   | Quantitative |
| <b>1.4.3. MIB</b><br>IB Analytics "Bootcamp"                                    | Evaluation of Bootcamp Curriculum  | Quantitative |
| IB Analytics Course Development   | Evaluation of IB Analytics Course  | Q2           |
| IB Analytics International Partnerships   | Analysis of Student Balance, Curriculum Design and Course Availability   | Quantitative |
| <b>1.4.4. MIB</b><br>Executive MIB Program - Shorelight                         | Assessment of Telepresence Course Via Executive Participants   | Qualitative  |
| <b>1.4.5. IMBA</b><br>Int'l Strategy & Int'l Finance Certificates               | Internship Performance Evaluations<br>Placement Rate of IMBA Students with Certificates  | Quantitative |
| <b>1.5.1. Undergraduate Cohorts</b><br>IBMENA Program                           | OPI/OPIc Assessment of Arabic Language Proficiency of US Students<br>Assessment of Student Balance, Curricula and Elective Courses | Q2           |
| Language and Regional Cohorts   | ACTFL Assessment of Language Proficiency of US Students<br>Assessment of Student Balance, Curricula and Elective Courses           | Q2           |
| <b>1.5.2. Undergraduate Cohorts</b><br>Multi-Country/Thematic Emphasis          | Cross-Institutional Assessment of Curricula and Language Offerings<br>Cohort Student Exit Report + Undergraduate Placement Report  | Quantitative |
| <b>1.5.3. IB Undergraduate Major</b><br>IB Analytics Initiative                 | Evaluation of In-Depth Capacity in IB Analytics  | Quantitative |
| IB Analytics - Projects & Internships   | Internship Performance Evaluations<br>Placement Rate of Undergraduate IB Majors  | Q2           |
| IB Analytics - International Partnership  | Cross-Institutional Assessment of Analytics Curricula  | Qualitative  |
| <b>1.5.4. Undergrad/MIB Education</b><br>Global Graduate Leadership Distinction | Report of the Undergraduate Student Advisory Committee   | Q2           |
| Functional Major (Accelerated Design)   | Statistical Analysis of the Undergraduate/MIB Major  | Qualitative  |

Note: Q2 = Quantitative and Qualitative

## CIBE Evaluation Plan Chart

|   | ACTIVITIES BY GRANT YEAR   |              |
|---|--|--------------|
|   | Evaluation Activity  | Type         |
| <b>1.5.5. LLC Collaboration</b><br>Project Global Officer (Project GO)<br><br>Oral Proficiency Assessments<br><br>Business Language Courses<br><br>Short Term Study Abroad (STSA) Programs  | OPI and OPIc Assessment of Language Proficiency of Students  | Qualitative  |
|   | Certification of Faculty to Administer OPI/OPIc  | Qualitative  |
|   | Curricula Review of Language Courses Offered   | Qualitative  |
|   | Needs Assessment of Student Population<br>Student STSA Exit Evaluations and "Unpacking" Assessment | Q2           |
| <b>1.5.6. IB Major Critical Thinking</b><br>International Thesis Development<br><br>International Thesis Research Conference  | Faculty Committee Theses Scoring   | Q2           |
|   | CUIBE Selection for JGBC Publication of Theses   | Qualitative  |
| <b>1.5.7. IB New Course Development</b><br>IB Course Embedded STSA Program<br><br>Online Int'l Marketing & Int'l Finance Courses  | Student STSA Exit Evaluations and "Unpacking" Assessment   | Q2           |
|   | Student Course Completion Evaluation Survey  | Q2           |
| <b>1.5.8. Study Abroad &amp; STSA</b><br>New Overseas STSA Programs   | Student STSA Exit Evaluations and "Unpacking" Assessment   | Q2           |
| <b>1.6. Outreach to Business/Gov't</b><br>SC Automotive Industry Cluster<br><br>Export-Market Entry Consulting Initiative<br><br>Exec Education Open and Custom Programs<br><br>Exec Education on Business, Lang & Culture<br><br>International Speaker Series<br><br>Transnational Law and IB Blog<br><br>Rule of Law Speaker Series | Volvo Assessment of Student Consulting Teams   | Q2           |
|   | Consortium of Export-Market Entry Studies Assessment   | Q2           |
|   | Participant Evaluation of International Business Open/Custom Programs                              | Qualitative  |
|   | Participant Evaluation of International Business Open/Custom Programs                              | Qualitative  |
|   | Attendee Evaluation of Speakers - Exit Survey  | Qualitative  |
|   | Number/Quality of Followers, Views, Likes, Comments to Blog  | Quantitative |
|   | Attendee Evaluation of Speakers - Exit Survey  | Qualitative  |

Note: Q2 = Quantitative and Qualitative

## CIBE Evaluation Plan Chart

| ACTIVITIES BY GRANT YEAR                       |  |                     |
|--|--|---------------------|
|  | Evaluation Activity  | Type                |
| <b>1.7. National/Regional Outreach</b>         | <b>Programs and Activities Initial Exit and Longitudinal Surveys + Consortium Evaluation Instrument</b>        | <b>Q2</b>           |
| MSI/CC Internationalization (Southeast Region) | <b>Programs and Activities Initial Exit and Longitudinal Surveys + Consortium Evaluation Instrument</b>        | <b>Q2</b>           |
| MSI/CC Internationalization (National-Level)   | <b>Participant Evaluations and Disseminated Outcomes of Conference</b>   | <b>Q2</b>           |
| Biennial IB Frontiers Research Conference      | <b>Participant Evaluations and Disseminated Outcomes of Conference</b>   | <b>Q2</b>           |
| Annual Co-Sponsorship of IF Conference         | <b>Participant Evaluations and Disseminated Outcomes of Conference</b>   | <b>Q2</b>           |
| African Research Conference (South Africa)     | <b>Participant Evaluations and Disseminated Outcomes of Conference</b>   | <b>Q2</b>           |
| Faculty Development in Int'l Business (FDIB)   | <b>Initial Exit Evaluations and Follow-Up Participant Surveys of Impact and other Aspects of FDIB Programs</b> | <b>Qualitative</b>  |
| Development of New FDIB Courses                | <b>Initial Exit Evaluations and Follow-Up Participant Surveys of Impact and other Aspects of FDIB Programs</b> | <b>Qualitative</b>  |
| Annual FDIB Sub-Saharan Africa Program         | <b>Program Initial Exit and Longitudinal Surveys of Impact</b>   | <b>Qualitative</b>  |
| Annual Alumni/Executive Overseas Program       | <b>Program Initial Exit and Longitudinal Surveys of Impact</b>   | <b>Qualitative</b>  |
| IPHE Overseas Program with Global Carolina     | <b>Program Initial Exit and Longitudinal Surveys of Impact</b>   | <b>Qualitative</b>  |
| Annual FDIB-MENA Program (with BYU)            | <b>Program Initial Exit and Longitudinal Surveys of Impact</b>   | <b>Qualitative</b>  |
| Annual FDIB-China Program (with UC Denver)     | <b>Program Initial Exit and Longitudinal Surveys of Impact</b>   | <b>Qualitative</b>  |
| Annual FDIB-Pacific Alliance Program (Miami)   | <b>Program Initial Exit and Longitudinal Surveys of Impact</b>   | <b>Qualitative</b>  |
| Biennial ISLSP/CIBE Language Conference        | <b>Conference Exit Evaluations and Proceedings Dissemination</b>   | <b>Q2</b>           |
| Annual FDIB Book Series (with Maryland)        | <b>Publication Status and MSI/CC Inclusion Rate</b>  | <b>Quantitative</b> |
| Annual Consortia Memberships                   | <b>Institutional and Individual Membership Evaluations</b>   | <b>Q2</b>           |
| Annual Outreach to Magnet School Students      | <b>AP, Test Scores, SAT, ACT and Acceptance Rate to IB Programs</b>  | <b>Quantitative</b> |

Note: Q2 = Quantitative and Qualitative

## CIBE Evaluation Plan Chart

|   | ACTIVITIES BY GRANT YEAR   |              |
|---|--|--------------|
|   | Evaluation Activity  | Type         |
| 3.1. Research Theme 1                               | Statistical Summary of CIBE Research Activities + # and Type of Publications, Presentations, Submissions of Research | Quantitative |
| 3.2. Research Theme 2                               | Statistical Summary of CIBE Research Activities + # and Type of Publications, Presentations, Submissions of Research | Quantitative |
| 3.3. Research Theme 3                               | Statistical Summary of CIBE Research Activities + # and Type of Publications, Presentations, Submissions of Research | Quantitative |
| 3.4. Research Theme 4                               | Statistical Summary of CIBE Research Activities + # and Type of Publications, Presentations, Submissions of Research | Quantitative |
| 3.5. Research 21: CIBE Scholars                     | Award Committee Recommendations + Published Research Outcomes  | Q2           |
| 7. Project Evaluation (Eval 1-5)<br>CIBE Evaluation | Statistical Summary of CIBE Research Activities + External Reviewers   | Q2           |

Note: Q2 = Quantitative and Qualitative

## **Section 9**

### Other Narrative Attachment Form

- CIBE PMFs

# CIBE Performance Measure Form (PMF)

## Master of International Business (MIB) Program

| <b>1. Project Goal Statement:</b> Increase the number of students graduating from the University of South Carolina's Darla Moore School of Business Master in International Business (MIB) Dual Degree Programs by 25 percent during the grant period when compared to the prior four-year period. |  |   |   |   |                         |    |    |    |    |
|--|--|---|---|---|-------------------------|----|----|----|----|
| 2. Performance Measures  | 3. Activities  | 4. Data/ Indicators   | 5. Frequency                                    | 6. Data Source  | 7. Baseline and Targets |    |    |    |    |
|  |  |   |   |   | BL                      | T1 | T2 | T3 | T4 |
| A) Create three additional MIB Dual Degree Programs to supplement the six current Dual Degree Programs   | A.1 Establish partnership agreements for dual degree programs with Aalto University (Finland), ESSEC Business School (Singapore) and Emlyon Business School (France) | <ul style="list-style-type: none"> <li>Existing partnership agreements with US school</li> <li>Existing student exchange balances</li> </ul>  | Annually  | University Registrar<br>Current student enrollment                          | 6                       | 6  | 7  | 8  | 9  |
| B) Increase by 25% the number of students enrolled in the MIB program  | B.1 Execute joint recruiting with partner institutions in Finland, Singapore and France  | <ul style="list-style-type: none"> <li>Number of students with language and internship experience</li> </ul>  | Annually, with recruiting activities year-round | Partnership MOUs and Agreements   | 20                      | 25 | 30 | 35 | 40 |
|  | B.2 Recruit existing USC International Business undergraduate major and cohort students into the MIB program   | <ul style="list-style-type: none"> <li>Number of students with IB coursework</li> </ul>   |   | Program and Departmental Records  | 5                       | 7  | 10 | 12 | 15 |
|  | B.3 Recruit business undergraduate students from other U.S. institutions   | <ul style="list-style-type: none"> <li>Number of other schools with similar undergraduate curriculum, service learning or internship placement, and language requirement</li> </ul> |   | Undergraduate Enrollment / Graduation Data from US and partner institutions | 11                      | 15 | 18 | 20 | 20 |



# CIBE Performance Measure Form (PMF)

## Undergraduate International Business Cohort Programs

| 1. Project Goal Statement: Increase the number of students graduating from the University of South Carolina's Darla Moore School of Business Undergraduate International Business Cohort programs by 25 percent during the grant period when compared to the prior four-year period. |   |   |              |   |                         |    |    |    |    |
|--|---|---|--------------|---|-------------------------|----|----|----|----|
| 2. Performance Measures  | 3. Activities   | 4. Data/ Indicators   | 5. Frequency | 6. Data Source  | 7. Baseline and Targets |    |    |    |    |
|  |   |   |              |   | BL                      | T1 | T2 | T3 | T4 |
| A) Develop four additional cohort programs modeled after the IBCE and IBA cohort programs by 2022  | A.1 Establish undergraduate cohort programs in Arabic (with AUC, Egypt), Japanese (with Hitotsubashi University, Japan), Portuguese (with FGV, Brazil), and Russian (with St. Petersburg State University, Russia) by 2022      | <ul style="list-style-type: none"> <li>Existing student exchange balances in the Business School</li> <li>Student proficiency in Arabic, Japanese, Portuguese and/or Russian</li> </ul>   | Annually     | University Registrar<br><br>Current and prospective student enrollment  | 2                       | 3  | 4  | 5  | 6  |
| B) Develop an additional undergraduate international business cohort multi-country collaboration by 2022 (modeled on the existing IBEA and CIFA programs)  | B.1 Develop and establish a three-way multi-country/institution cohort program – the Global Business Innovation (GBI) program - with USC's Moore School of Business, the University of Auckland (New Zealand) and CUHK-Shenzhen | <ul style="list-style-type: none"> <li>Existing agreements with US schools</li> <li>Existing exchange balances in the Business School</li> <li>Student proficiency in Mandarin</li> </ul> | Annually     | University Registrar<br><br>Program and Department Records<br><br>Undergrad Enrollment / Graduation Data from US and partner institutions | 2                       | 2  | 3  | 3  | 3  |

# CIBE Performance Measure Form (PMF)

## Outreach to Business/Government

| 1. Project Goal Statement: Increase CIBE outreach to U.S. businesses and government by 25% during the grant period when compared to the prior four-year period.                        |   |   |              |  |                         |    |    |    |    |
|--|---|---|--------------|--|-------------------------|----|----|----|----|
| 2. Performance Measures  | 3. Activities   | 4. Data/ Indicators   | 5. Frequency | 6. Data Source                           | 7. Baseline and Targets |    |    |    |    |
|  |   |   |              |  | BL                      | T1 | T2 | T3 | T4 |
| A) Develop and sponsor an ongoing program of support to the SC Automotive Industry Cluster (in collaboration with the SC Department of Commerce and the SC Council of Competitiveness) | A.1 Partner with SC Commerce Department and SC Council of Competitiveness   | <ul style="list-style-type: none"> <li>Number of corporate projects</li> <li>Design of student teams (discipline, experience and language, etc.</li> </ul>  | Ongoing      | SBDC                                     | 0                       | 2  | 2  | 2  | 2  |
|  | A.2. Develop internship opportunities and course-based corporate projects with Volvo  |   |              | Volvo                                    | 0                       | 2  | 3  | 4  | 4  |
|  | A.3. Form cross-functional and cross-cultural teams of students to address international operational issues for Volvo                 |   |              | Moore School and University registrars   | 0                       | 2  | 2  | 4  | 4  |
| B) Support the development of the Export-Market Entry Studies Initiative (in collaboration with the SC Small Business Development Center and Integration Point                         | B.1 Partner with SC Small Business Development Center (SBDC) and Integration Point (IP)   | <ul style="list-style-type: none"> <li>Identification of products matched with overseas markets</li> <li>Student prior knowledge/ experience with software and success with GCS course</li> </ul> | Ongoing      | SBDC                                     | 0                       | 2  | 2  | 2  | 2  |
|  | B.2 Organize student teams to assess the market potential for SBDC products abroad, within a Global Competitive Strategy (GCS) course |   |              | Integration Point (IP)                   | 0                       | 2  | 3  | 4  | 4  |
|  | B.3 Student certification in IP's Global Trade Mgmt software  |   |              | Export and Trade Data                    | 0                       | 2  | 3  | 4  | 4  |
|  |   |   |              | World Intergraded Trade Solutions (WITS) | 0                       | 10 | 12 | 15 | 18 |

# CIBE Performance Measure Form (PMF)

## National/Regional Outreach

| 1. Project Goal Statement: Increase CIBE outreach to previously underrepresented institutions by 50% during the grant period when compared to the prior four-year period.   |  |   |              |   |                         |    |    |    |    |  |
|---|--|---|--------------|---|-------------------------|----|----|----|----|--|
| 2. Performance Measures   | 3. Activities  | 4. Data/ Indicators   | 5. Frequency | 6. Data Source  | 7. Baseline and Targets |    |    |    |    |  |
|   |  |   |              |   | BL                      | T1 | T2 | T3 | T4 |  |
| A) Develop and support an internationalization initiative for Minority-Serving Institutions and Community Colleges (MSI/CC) partners, via collaboration with GA Tech, Miami, Allen University (MSI) and the Nine University and College International Studies Consortium of Georgia | A.1 Offer a no-cost FDIB pedagogical program for MSI partners in central location                      | • # of faculty participant applicants per domestic programs<br><br>• # of faculty participant applicants per overseas programs<br><br>• # of faculty and student participant applicants per STSA programs | Ongoing      | Marketing Brochures for pedagogical programs                  | 1                       | 1  | 2  | 2  | 4  |  |
|   | A.2 Conduct one-on-one mentoring partnerships between CIBE faculty and MSI faculty                     |   | Ongoing      | E-Mail "Save the Date" notifications to targeted participants | 1                       | 2  | 2  | 2  | 3  |  |
|   | A.3 Offer no-cost overseas study program enrollment and/or STSA program enrollment for MSI faculty     |   | Annually     |   | 1                       | 2  | 2  | 3  | 4  |  |
|   | A.4 Provide support to MSI faculty in the design and implementation of their own STSA courses/programs |   | Ongoing      | Faculty and student availability of MSI/CC                    | 0                       | 1  | 2  | 4  | 4  |  |
|   | A.5 Provide MSI students partial scholarship support to defray MSI STSA program expenses               |   | Annually     | University and Business School registrars                     | 2                       | 2  | 4  | 4  | 5  |  |

# CIBE Performance Measure Form (PMF)

## National/Regional Outreach (cont'd)

| 1. Project Goal Statement: Increase CIBE outreach to previously underrepresented institutions by 50% during the grant period when compared to the prior four-year period.                   |   |  |               |  |                         |    |    |    |    |  |
|---|---|--|---------------|--|-------------------------|----|----|----|----|--|
| 2. Performance Measures   | 3. Activities   | 4. Data/ Indicators  | 5. Frequency  | 6. Data Source                               | 7. Baseline and Targets |    |    |    |    |  |
|   |   |  |               |  | BL                      | T1 | T2 | T3 | T4 |  |
| B) Develop, lead and support a national-level internationalization initiative for Minority-Serving Institutions (MSI) partners, via collaboration with 10 other major research universities | B.1 Conduct MSI/CC "Needs Assessment"   | • IB Research and teaching "gaps"  | Once (Year 1) | Qualtrics or Survey Monkey                   | 0                       | 1  | 1  | 1  | 1  |  |
|   | B.2 Support faculty to national-level FDIB Workshops  | • # of faculty participant applicants per domestic and overseas programs | Ongoing       | Faculty Availability                         | 0                       | 2  | 2  | 2  | 2  |  |
|   | B.3 Support student internships and apprenticeships with stipends                                       | • # of faculty and student participant applicants per STSA programs      | Annually      | Student class rank and GPA                   | 0                       | 1  | 1  | 1  | 2  |  |
|   | B.4 Provide support to MSI faculty for overseas FDIB program participation                              |  | Annually      | Passport and Visa status                     | 0                       | 1  | 1  | 2  | 2  |  |
|   | B.5 Host and conduct National IB MSI/CC Research Conference   |  | Once (Year 4) | Availability of venue                        | 0                       | 0  | 0  | 0  | 1  |  |
| C) Conduct and support two annual FDIB Sub-Saharan Africa program   | C.1 Plan, manage and lead annual two-week overseas study tour for MSI/CC faculty                        | • Travel destinations  | Annually      | U.S. State Department Travel Warnings        | 0                       | 1  | 1  | 1  | 1  |  |
|   | C.2 Provide scholarships stipends (program fee and/or airfare) to MSI consortium faculty for attendance | • Applicant viability and program need                                   | Annually      | Consortium Faculty roster and applicant pool | 0                       | 2  | 3  | 3  | 4  |  |

# CIBE Performance Measure Form (PMF)

## Research Themes

| 1. Project Goal Statement: Increase CIBE-supported international business research output by 25% during the grant period when compared to the prior four-year period.   |   |  |              |  |                         |    |    |    |    |  |
|---|---|--|--------------|--|-------------------------|----|----|----|----|--|
| 2. Performance Measures   | 3. Activities   | 4. Data/ Indicators  | 5. Frequency | 6. Data Source                                   | 7. Baseline and Targets |    |    |    |    |  |
|   |   |  |              |  | BL                      | T1 | T2 | T3 | T4 |  |
| A) Conduct research into the four CIBE themes: (1) Comparative Corporate Governance, Institutions and Global Strategy of MNCs; (2) Innovation, Technological Disruptions and Global Competitiveness of MNCs; (3) Business-Government Relations and the Management of Political Risk; and (4) Ethics and Responsible Global Leadership | A.1 Support Moore School International Business faculty to conduct research   | • Competitive research proposals                                       | Annually     | Research Award Committee                         | 0                       | 16 | 17 | 18 | 20 |  |
|   | A.2 Catalogue and disseminate CIBE Working Papers on all research output (journal article submissions, books, cases, presentations, etc.) | • # of journal and other media submissions, publications and notations | Annually     | Digital Measures (research database/ storehouse) | 0                       | 10 | 12 | 15 | 18 |  |

# CIBE Performance Measure Form (PMF)

## Research Themes (cont'd)

| 1. Project Goal Statement: Increase CIBE-supported international business research output by 25% during the grant period when compared to the prior four-year period. |  |  |              |  |                         |    |    |    |    |
|---|--|--|--------------|--|-------------------------|----|----|----|----|
| 2. Performance Measures   | 3. Activities  | 4. Data/ Indicators  | 5. Frequency | 6. Data Source   | 7. Baseline and Targets |    |    |    |    |
|   |  |  |              |  | BL                      | T1 | T2 | T3 | T4 |
| B) Competitive International Business Research Program – CIBE Scholars  | B.1 Award four research grants via open competition to faculty (to include MSI partner) on topics consistent with CIBE mandated activities                     | <ul style="list-style-type: none"> <li>Competitive research proposals</li> </ul>   | Annually     | Research Award Committee   | 0                       | 4  | 4  | 5  | 6  |
| C) Research on the Effectiveness in International Business Student Competency Development (also part of Evaluation Plan for CIBE)                                     | D.1 Develop empirical model to identify best internationalization interventions to disseminate and use as evaluation and assessment tool (completed by Year 4) | <ul style="list-style-type: none"> <li>Literature review</li> <li>Academic Achievement</li> <li>On-time graduation rates</li> <li>Workforce Development</li> </ul> | Ongoing      | University and Moore School registrars<br><br>Consortium for the Analysis of Student Success through International Education (CASSIE)<br><br>Moore School curriculum, language and STSA and overseas study programs, internships, etc. | 0                       | 0  | 0  | 0  | 1  |



## Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:

- Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
- Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
- State Student Incentive Grant Program (SSIG) (20 U.S.C. 1070c, et seq.);
- Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
- Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
- Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
- William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et seq.);
- Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
- Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
- Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
- Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
- Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
- Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
- Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
- Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
- Law Enforcement Education Program (42 U.S.C. 3775);
- Indian Fellowship Program (29 U.S.C. 774(b));
- Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

Debra J. Wingard  
(Signature)

June 12, 2018  
(Date)

Debra J. Wingard

(Typed or Printed Name)

Name or number of ED program under which this certification is being made: ED-GRANTS-051418-001  
ED 80-0016 (Revised 2/01)

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative



**Center for International Business Education (CIBE)**  
**University of South Carolina**  
**October 1, 2018 - September 30, 2019**

**Year 1 of 4 Year Grant**

|                     | DOE              | USC              | TOTAL            |
|---------------------|------------------|------------------|------------------|
| Total Direct Costs  | \$298,500        | \$298,500        | \$597,000        |
| Indirect Costs @ 8% | \$23,880         | \$23,880         | \$47,760         |
| <b>TOTAL</b>        | <b>\$322,380</b> | <b>\$322,380</b> | <b>\$644,760</b> |

**BUDGET SUMMARY: US DEPARTMENT OF EDUCATION FUNDS**

|                     | DOE              | USC              | TOTAL            |
|---------------------|------------------|------------------|------------------|
| Personnel           | 0                | 178,095          | 178,095          |
| Fringes             | 0                | 42,405           | 42,405           |
| Travel              | 113,000          | 27,500           | 140,500          |
| Equipment           | 0                | 0                | 0                |
| Supplies            | 6,500            | 1,000            | 7,500            |
| Contractual         | 0                | 0                | 0                |
| Construction        | 0                | 0                | 0                |
| Other               | 179,000          | 49,500           | 228,500          |
| <b>Total Direct</b> | <b>298,500</b>   | <b>298,500</b>   | <b>597,000</b>   |
| Indirect            | 23,880           | 23,880           | 47,760           |
| Training Stipends   | 0                | 0                | 0                |
| <b>TOTAL</b>        | <b>\$322,380</b> | <b>\$322,380</b> | <b>\$644,760</b> |

|                              | DOE             | USC              | TOTAL            |
|------------------------------|-----------------|------------------|------------------|
| <b>Center Administration</b> |                 |                  |                  |
| Personnel                    |                 |                  |                  |
| Executive Director (5% T&E)  | 0               | 12,899           | 12,899           |
| Director (50% T&E)           | 0               | 49,500           | 49,500           |
| Research Director (5% T&E)   | 0               | 9,913            | 9,913            |
| Outreach Director (5% T&E)   | 0               | 8,778            | 8,778            |
| Associate Director (10% T&E) | 0               | 3,780            | 3,780            |
| Fringe Benefits              | 0               | 20,208           | 20,208           |
| Travel                       |                 |                  |                  |
| Foreign                      | 4,000           | 0                | 4,000            |
| Domestic                     | 3,000           | 0                | 3,000            |
| Supplies                     | 2,500           | 1,000            | 3,500            |
| Other                        |                 |                  |                  |
| Databases & Websites         | 1,000           | 0                | 1,000            |
| <b>Subtotal</b>              | <b>\$10,500</b> | <b>\$106,078</b> | <b>\$116,578</b> |

**PhD 1. Doctoral Student Education - Dual Degree Doctoral Consortium**

|   |                |                |                |
|---|----------------|----------------|----------------|
| Travel  |                |                |                |
| Foreign   |                |                |                |
| EMLYON Business School (France)                 | 1,000          | 1,000          | 2,000          |
| EGADE Business School (Mexico)                  | 1,000          | 1,000          | 2,000          |
| FEN (Chile)                                     | 1,000          | 1,000          | 2,000          |
| National Economics University (Vietnam)         | 0              | 500            | 500            |
| SKKU (South Korea)                              | 0              | 500            | 500            |
| Stellenbosch University (South Africa)          | 0              | 500            | 500            |
| Beijing Language and Culture University (China) | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>                                | <b>\$3,000</b> | <b>\$5,500</b> | <b>\$8,500</b> |

**PhD 2. Doctoral Student Education - IB Doctoral Course Development**

|   |              |              |                |
|---|--------------|--------------|----------------|
| Other   |              |              |                |
| Curriculum Development                        |              |              |                |
| Multidisciplinary Theoretical Perspectives    | 500          | 500          | 1,000          |
| Multidisciplinary Methodological Perspectives | 0            | 0            | 0              |
| <b>Sub-Total</b>                              | <b>\$500</b> | <b>\$500</b> | <b>\$1,000</b> |

|  | DOE            | USC            | TOTAL          |
|--|----------------|----------------|----------------|
| <b>GRADUATE 1. Professional Graduate Programs: MIB Program - Double Degree Development</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| Aalto University (Finland)   | 500            | 1,500          | 2,000          |
| ESSEC Business School (France)   | 1,000          | 1,500          | 2,500          |
| EMLYON Business School (France)  | 1,000          | 1,500          | 2,500          |
| <b>Sub-Total</b>   | <b>\$2,500</b> | <b>\$4,500</b> | <b>\$7,000</b> |
| <b>GRADUATE 2. Professional Graduate Programs: MIB Program - MIB Articulation Agreements</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| FEN (Chile)  | 500            | 1,000          | 1,500          |
| FTU (Vietnam)  | 500            | 1,000          | 1,500          |
| SKKU (South Korea)   | 0              | 500            | 500            |
| IAE Universidad Austral (Argentina)  | 0              | 0              | 0              |
| BLCU (China)   | 0              | 0              | 0              |
| Inspir (Brazil)  | 0              | 0              | 0              |
| <b>Sub-Total</b>   | <b>\$1,000</b> | <b>\$2,500</b> | <b>\$3,500</b> |
| <b>GRADUATE 3. Professional Graduate Programs: MIB Program - MIB Analytics "Bootcamp"</b>  |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>GRADUATE 4. Professional Graduate Programs: MIB Program - MIB Analytics</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| IB Analytics Course Development  | 3,000          | 2,500          | 5,500          |
| <b>Sub-Total</b>   | <b>\$3,000</b> | <b>\$2,500</b> | <b>\$5,500</b> |
| <b>GRADUATE 5. Professional Graduate Programs: MIB Program - MIB Analytics International Partnership</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| Solvay (Belgium) Collaboration   | 0              | 1,000          | 1,000          |
| QTEM Masters Network   | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$2,000</b> | <b>\$2,000</b> |
| <b>GRADUATE 6. Professional Graduate Programs: MIB Program - Executive MIB Programs / International Strategy / International Finance Certificates - SHORELIGHT</b> |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,500          | 1,500          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,500</b> | <b>\$1,500</b> |
| <b>GRADUATE 7. Professional Graduate Programs: International MBA (IMBA) Program - IMBA International Strategy / International Finance Certificates</b>             |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 1. Undergraduate Cohort Programs - International Business MENA (IBMENA) Program</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 2. Undergraduate Cohort Programs - Language and Regional Cohort Programs</b>  |                |                |                |
| Travel   |                |                |                |
| Foreign  |                |                |                |
| Japanese (Hitotsubashi University - Japan)   | 0              | 1,500          | 1,500          |
| Portuguese (FGV - Brazil)  | 0              | 1,500          | 1,500          |
| Russian (St. Petersburg St. Univ - Russia)   | 0              | 1,500          | 1,500          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$4,500</b> | <b>\$4,500</b> |
| <b>UNDERGRADUATE 3. Undergraduate Cohort Programs - Multi-Country / Thematic Cohort Programs</b>   |                |                |                |
| Program 1: Global Business and Innovation: Moore School, CUHK-Shenzhen, Univ. of Auckland  |                |                |                |
| Program 2: Business Analytics: Moore School and Universidad de Chile   |                |                |                |
| Travel   |                |                |                |
| Foreign  | 0              | 2,500          | 2,500          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$2,500</b> | <b>\$2,500</b> |

|   | DOE            | USC            | TOTAL          |
|---|----------------|----------------|----------------|
| <b>UNDERGRADUATE 4. International Business Major - International Business Analytics</b>   |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 5,000          | 2,000          | 7,000          |
| <b>Sub-Total</b>  | <b>\$5,000</b> | <b>\$2,000</b> | <b>\$7,000</b> |
| <b>UNDERGRADUATE 5. International Business Major - International Business Analytics - Experiential Projects and Internships</b>   |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 6. International Business Major - International Business Analytics - International Partnership with Universidad de Chile</b>                               |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 7. Internationalization of Undergraduate Education - Global Graduate Leadership Distinction (non-IB Majors)</b>  |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 1,000          | 1,000          | 2,000          |
| <b>Sub-Total</b>  | <b>\$1,000</b> | <b>\$1,000</b> | <b>\$2,000</b> |
| <b>UNDERGRADUATE 8. International Business Major - Functional Major (Accelerated Design)</b>  |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 9. International Business Major - Reserve Officer Training Corps (ROTC) Initiative with Department of Languages, Literatures and Cultures - Project GO</b> |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,500          | 1,500          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,500</b> | <b>\$1,500</b> |
| <b>UNDERGRADUATE 10. Functional Major Programs - Development of Business Language Programs with Department of Languages, Literatures and Cultures - OPI &amp; OPIc</b>      |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 2,500          | 1,000          | 3,500          |
| <b>Sub-Total</b>  | <b>\$2,500</b> | <b>\$1,000</b> | <b>\$3,500</b> |
| <b>UNDERGRADUATE 11. Functional Major Programs - Development of Business Language Programs with Department of Languages, Literatures and Cultures</b>                       |                |                |                |
| Other   |                |                |                |
| Curriculum Development (Portuguese & Russian)   | 2,500          | 1,000          | 3,500          |
| <b>Sub-Total</b>  | <b>\$2,500</b> | <b>\$1,000</b> | <b>\$3,500</b> |
| <b>UNDERGRADUATE 12. Functional Major Programs - Development of STSA Programs with LLC Travel</b>   |                |                |                |
| Other   |                |                |                |
| Foreign   | 0              | 5,000          | 5,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$5,000</b> | <b>\$5,000</b> |
| <b>UNDERGRADUATE 13. International Business Major - Critical Thinking Initiative in Collaboration with the USC Honors College (SCHC) - IB Thesis Development</b>            |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 1,000          | 2,000          | 3,000          |
| <b>Sub-Total</b>  | <b>\$1,000</b> | <b>\$2,000</b> | <b>\$3,000</b> |
| <b>UNDERGRADUATE 14. International Business Major - Critical Thinking Initiative in Collaboration with the USC Honors College (SCHC) - IB Thesis Research Conference</b>    |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 1,000          | 2,000          | 3,000          |
| <b>Sub-Total</b>  | <b>\$1,000</b> | <b>\$2,000</b> | <b>\$3,000</b> |
| <b>UNDERGRADUATE 15. International Business Education - Course Embedded STSA Programs</b>   |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 1,000          | 1,000          | 2,000          |
| <b>Sub-Total</b>  | <b>\$1,000</b> | <b>\$1,000</b> | <b>\$2,000</b> |

|   | DOE             | USC             | TOTAL           |
|---|-----------------|-----------------|-----------------|
| <b>UNDERGRADUATE 16. International Business Education - Online Courses (Int'l Marketing and Int'l Finance)</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 0               | 1,000           | 1,000           |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$1,000</b>  | <b>\$1,000</b>  |
| <b>UNDERGRADUATE 17. International Business Education - New STSA Programs</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 1,000           | 1,000           | 2,000           |
| <b>Sub-Total</b>  | <b>\$1,000</b>  | <b>\$1,000</b>  | <b>\$2,000</b>  |
| <b>BUSINESS 1. Outreach to Businesses/Government - Automotive Industry Cluster Initiative</b>   |                 |                 |                 |
| Personnel (4 Faculty @ 5%)  | 0               | 30,000          | 30,000          |
| Fringe Benefits   | 0               | 7,143           | 7,143           |
| Travel  |                 |                 |                 |
| Foreign   | 4,000           | 0               | 4,000           |
| Domestic  | 1,000           | 0               | 1,000           |
| <b>Sub-Total</b>  | <b>\$5,000</b>  | <b>\$37,143</b> | <b>\$42,143</b> |
| <b>BUSINESS 2. Outreach to Businesses/Government - Export-Market Entry Consulting Initiative with SBDC</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Data Acquisition and Materials  | 2,000           | 0               | 2,000           |
| <b>Sub-Total</b>  | <b>\$2,000</b>  | <b>\$0</b>      | <b>\$2,000</b>  |
| <b>BUSINESS 3. Outreach to Businesses/Government - Exec Education Open and Custom Programs</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 0               | 1,000           | 1,000           |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$1,000</b>  | <b>\$1,000</b>  |
| <b>BUSINESS 4. Outreach to Businesses/Government - Exec Education on Business, Language and Culture</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 0               | 1,000           | 1,000           |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$1,000</b>  | <b>\$1,000</b>  |
| <b>BUSINESS 5. Outreach to Businesses/Government - International Speaker Series Initiative in Collaboration with the Folks Center for International Business, Walker Institute and Palmetto Forum</b> |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   | 7,000           | 7,000           | 14,000          |
| Domestic  | 0               | 3,000           | 3,000           |
| <b>Sub-Total</b>  | <b>\$7,000</b>  | <b>\$10,000</b> | <b>\$17,000</b> |
| <b>BUSINESS 6. Outreach to Businesses/Government - Transnational Law and IB Blog with Nexsen Pruet</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 500             | 1,500           | 2,000           |
| <b>Sub-Total</b>  | <b>\$500</b>    | <b>\$1,500</b>  | <b>\$2,000</b>  |
| <b>BUSINESS 7. Outreach to Businesses/Government - Rule of Law Speaker Series</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 2,500           | 1,000           | 3,500           |
| <b>Sub-Total</b>  | <b>\$2,500</b>  | <b>\$1,000</b>  | <b>\$3,500</b>  |
| <b>OUTREACH 1. National/Regional Outreach - MSI/CC Internationalization Initiative (Southeast Regional)</b>   |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   |                 |                 |                 |
| Faculty (STSA)  | 10,000          | 0               | 10,000          |
| Student (STSA)  | 5,000           | 0               | 5,000           |
| Other (FDIBs, Conference, Wokshops, Seminars)   |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   | 0               | 0               | 0               |
| Domestic  | 10,000          | 0               | 10,000          |
| Conference Venue  | 5,000           | 0               | 5,000           |
| <b>Sub-Total</b>  | <b>\$30,000</b> | <b>\$0</b>      | <b>\$30,000</b> |
| <b>OUTREACH 2. National/Regional Outreach - CIBE MSI/CC Consortium (CMCC) Initiative (National-Level)</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   | 2,500           | 0               | 2,500           |
| Domestic  | 2,500           | 0               | 2,500           |
| Conference Venue  | 5,000           | 0               | 5,000           |
| <b>Sub-Total</b>  | <b>\$10,000</b> | <b>\$0</b>      | <b>\$10,000</b> |

|   | DOE             | USC            | TOTAL           |
|---|-----------------|----------------|-----------------|
| <b>OUTREACH 3. National/Regional Outreach - Biennial Institutional Frontiers Research Conference</b>                                    |                 |                |                 |
| Other   |                 |                |                 |
| Conference Venue  | 0               | 0              | 0               |
| Participant Travel  | 0               | 0              | 0               |
| Materials   | 0               | 0              | 0               |
| Printing and Postage  | 0               | 0              | 0               |
| Honoraria   | 0               | 0              | 0               |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$0</b>     | <b>\$0</b>      |
| <b>OUTREACH 4. National/Regional Outreach - Annual Comparative Governance Research Conference with Hitotsubashi University</b>          |                 |                |                 |
| Other   |                 |                |                 |
| Conference Co-Sponsorship   | 5,000           | 3,000          | 8,000           |
| <b>Sub-Total</b>  | <b>\$5,000</b>  | <b>\$3,000</b> | <b>\$8,000</b>  |
| <b>OUTREACH 5. National/Regional Outreach - African Research Workshop with Stellenbosch University</b>                                  |                 |                |                 |
| Other   |                 |                |                 |
| Conference Co-Sponsorship   | 5,000           | 0              | 5,000           |
| <b>Sub-Total</b>  | <b>\$5,000</b>  | <b>\$0</b>     | <b>\$5,000</b>  |
| <b>OUTREACH 6. National/Regional Outreach - Faculty Development in International Business (FDIB) Programs</b>                           |                 |                |                 |
| Other   |                 |                |                 |
| Outreach Scholarships/Stipends (MSI/CC)   | 15,000          | 0              | 15,000          |
| <b>Sub-Total</b>  | <b>\$15,000</b> | <b>\$0</b>     | <b>\$15,000</b> |
| <b>OUTREACH 7. National/Regional Outreach - Faculty Development in International Business (FDIB) Programs - New Courses Development</b> |                 |                |                 |
| Other   |                 |                |                 |
| Curriculum Development  | 0               | 1,000          | 1,000           |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$1,000</b> | <b>\$1,000</b>  |
| <b>OUTREACH 8. National/Regional Outreach - Annual FDIB-Sub-Saharan Africa Program</b>  |                 |                |                 |
| Other   |                 |                |                 |
| Program Fees/Travel Stipends  | 25,000          | 0              | 25,000          |
| <b>Sub-Total</b>  | <b>\$25,000</b> | <b>\$0</b>     | <b>\$25,000</b> |
| <b>OUTREACH 9. National/Regional Outreach - Annual Alumni/Executive Development in IB (AEDIB) Program</b>                               |                 |                |                 |
| Other   |                 |                |                 |
| Program Fees/Travel Stipends  | 5,000           | 0              | 5,000           |
| <b>Sub-Total</b>  | <b>\$5,000</b>  | <b>\$0</b>     | <b>\$5,000</b>  |
| <b>OUTREACH 10. National/Regional Outreach - USC International Perspectives on Higher Education (IPHE)</b>                              |                 |                |                 |
| Other   |                 |                |                 |
| Program Fees/Travel Stipends  | 6,000           | 0              | 6,000           |
| <b>Sub-Total</b>  | <b>\$6,000</b>  | <b>\$0</b>     | <b>\$6,000</b>  |
| <b>OUTREACH 11. National/Regional Outreach - Annual FDIB-MENA Program (with BYU)</b>  |                 |                |                 |
| Other   |                 |                |                 |
| Program Fees/Travel Stipends  | 12,000          | 0              | 12,000          |
| <b>Sub-Total</b>  | <b>\$12,000</b> | <b>\$0</b>     | <b>\$12,000</b> |
| <b>OUTREACH 12. National/Regional Outreach - Annual FDIB-China/Hong Kong (with UC Denver)</b>   |                 |                |                 |
| Other   |                 |                |                 |
| Program Fees/Travel Stipends  | 6,000           | 0              | 6,000           |
| <b>Sub-Total</b>  | <b>\$6,000</b>  | <b>\$0</b>     | <b>\$6,000</b>  |
| <b>OUTREACH 13. National/Regional Outreach - Annual FDIB-Pacific Alliance (with Miami)</b>  |                 |                |                 |
| Other   |                 |                |                 |
| Program Fees/Travel Stipends  | 6,000           | 0              | 6,000           |
| <b>Sub-Total</b>  | <b>\$6,000</b>  | <b>\$0</b>     | <b>\$6,000</b>  |
| <b>OUTREACH 14. National/Regional Outreach - Biennial ISLSP/CIBE Language Conference</b>  |                 |                |                 |
| Other   |                 |                |                 |
| Conference Co-Sponsorship and Award Stipend   | 0               | 0              | 0               |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$0</b>     | <b>\$0</b>      |
| <b>OUTREACH 15. National/Regional Outreach - CIBE Books Series - FDIB Programs (with Maryland)</b>                                      |                 |                |                 |
| Other   |                 |                |                 |
| FDIB Book Publication   | 5,000           | 0              | 5,000           |
| <b>Sub-Total</b>  | <b>\$5,000</b>  | <b>\$0</b>     | <b>\$5,000</b>  |

|  | DOE             | USC             | TOTAL           |
|--|-----------------|-----------------|-----------------|
| <b>OUTREACH 16. National/Regional Outreach - CUIBE, PACIBER, NASBITE and NDEC Annual Memberships</b> |                 |                 |                 |
| Other  |                 |                 |                 |
| Membership Fees  | 0               | 7,000           | 7,000           |
| <b>Sub-Total</b>   | <b>\$0</b>      | <b>\$7000</b>   | <b>\$7,000</b>  |
| <b>OUTREACH 17. National/Regional Outreach - Office of IB Student Outreach with Magnet Schools</b>   |                 |                 |                 |
| Other  |                 |                 |                 |
| Curriculum and Career Development  | 1,000           | 1,000           | 2,000           |
| <b>Sub-Total</b>   | <b>\$1,000</b>  | <b>\$1,000</b>  | <b>\$2,000</b>  |
| <b>RESEARCH THEME 1. Comparative Corporate Governance, Institutions and Global Strategy</b>          |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 1,000           | 0               | 1,000           |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 4,000           | 0               | 4,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH THEME 2. Innovation, Technological Disruption and Global Competitiveness of MNCs</b>     |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 3,000           | 0               | 3,000           |
| Supplies   | 1,000           | 0               | 1,000           |
| Other: Databases   | 1,000           | 0               | 1,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH THEME 3. Business-Government Relations and the Management of Political Risk</b>          |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 2,000           | 0               | 2,000           |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 3,000           | 0               | 3,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH THEME 4. Ethics and Responsible Global Business Leadership</b>                           |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 2,000           | 0               | 2,000           |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 3,000           | 0               | 3,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH 21. Competitive International Business Research Program - CIBE Scholars</b>              |                 |                 |                 |
| Travel   |                 |                 |                 |
| Foreign  | 8,000           | 0               | 8,000           |
| Domestic   | 0               | 0               | 0               |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 2,000           | 0               | 2,000           |
| <b>Sub-Total</b>   | <b>\$10,000</b> | <b>\$0</b>      | <b>\$10,000</b> |
| <b>PROJECT EVALUATION (EVAL 1-5). Evaluation and Assessment of CIBE Programs and Activities</b>      |                 |                 |                 |
| Personnel (1 USC Staff @ 5%)   | 0               | 3,225           | 3,225           |
| Fringe Benefits  | 0               | 768             | 768             |
| Supplies   | 3,000           | 0               | 3,000           |
| Other  |                 |                 |                 |
| Honoraria for Evaluators   | 0               | 0               | 0               |
| Travel for Evaluators  | 0               | 0               | 0               |
| Databases/Surveys - International Programming  | 22,000          | 0               | 22,000          |
| <b>Sub-Total</b>   | <b>\$25,000</b> | <b>\$3,993</b>  | <b>\$28,993</b> |

**Center for International Business Education (CIBE)**  
**University of South Carolina**  
**October 1, 2019 - September 30, 2020**

**Year 2 of 4 Year Grant**

|                     | DOE              | USC              | TOTAL            |
|---------------------|------------------|------------------|------------------|
| Total Direct Costs  | \$298,700        | \$298,700        | \$597,400        |
| Indirect Costs @ 8% | \$23,896         | \$23,896         | \$47,792         |
| <b>TOTAL</b>        | <b>\$322,596</b> | <b>\$322,596</b> | <b>\$645,192</b> |

**BUDGET SUMMARY: US DEPARTMENT OF EDUCATION FUNDS**

|                     | DOE              | USC              | TOTAL            |
|---------------------|------------------|------------------|------------------|
| Personnel           | 0                | 181,205          | 181,205          |
| Fringes             | 0                | 43,145           | 43,145           |
| Travel              | 118,500          | 16,000           | 134,500          |
| Equipment           | 0                | 0                | 0                |
| Supplies            | 6,700            | 850              | 7,550            |
| Contractual         | 0                | 0                | 0                |
| Construction        | 0                | 0                | 0                |
| Other               | 173,500          | 57,500           | 231,000          |
| <b>Total Direct</b> | <b>298,700</b>   | <b>298,700</b>   | <b>597,400</b>   |
| Indirect            | 23,896           | 23,896           | 47,792           |
| Training Stipends   | 0                | 0                | 0                |
| <b>TOTAL</b>        | <b>\$322,596</b> | <b>\$322,596</b> | <b>\$645,192</b> |

|                              | DOE             | USC              | TOTAL            |
|------------------------------|-----------------|------------------|------------------|
| <b>Center Administration</b> |                 |                  |                  |
| <b>Personnel</b>             |                 |                  |                  |
| Executive Director (5% T&E)  | 0               | 13,673           | 13,673           |
| Director (50% T&E)           | 0               | 50,985           | 50,985           |
| Research Director (5% T&E)   | 0               | 10,381           | 10,381           |
| Outreach Director (5% T&E)   | 0               | 9,041            | 9,041            |
| Associate Director (10% T&E) | 0               | 3,900            | 3,900            |
| Fringe Benefits              | 0               | 20,948           | 20,948           |
| <b>Travel</b>                |                 |                  |                  |
| Foreign                      | 4,000           | 0                | 4,000            |
| Domestic                     | 3,000           | 0                | 3,000            |
| Supplies                     | 3,000           | 850              | 3,850            |
| Other                        |                 |                  |                  |
| Databases & Websites         | 1,000           | 0                | 1,000            |
| <b>Subtotal</b>              | <b>\$11,000</b> | <b>\$109,778</b> | <b>\$120,778</b> |

**PhD 1. Doctoral Student Education - Dual Degree Doctoral Consortium**

|   |                |                |                |
|---|----------------|----------------|----------------|
| <b>Travel</b>                                   |                |                |                |
| <b>Foreign</b>                                  |                |                |                |
| EMLYON Business School (France)                 | 500            | 1,000          | 1,500          |
| EGADE Business School (Mexico)                  | 500            | 1,000          | 1,500          |
| FEN (Chile)                                     | 500            | 500            | 1,000          |
| National Economics University (Vietnam)         | 1,000          | 500            | 1,500          |
| SKKU (South Korea)                              | 1,000          | 500            | 1,500          |
| Stellenbosch University (South Africa)          | 1,000          | 500            | 1,500          |
| Beijing Language and Culture University (China) | 1,000          | 0              | 1,000          |
| <b>Sub-Total</b>                                | <b>\$5,500</b> | <b>\$4,000</b> | <b>\$9,500</b> |

**PhD 2. Doctoral Student Education - IB Doctoral Course Development**

|   |              |                |                |
|---|--------------|----------------|----------------|
| <b>Other</b>                                  |              |                |                |
| <b>Curriculum Development</b>                 |              |                |                |
| Multidisciplinary Theoretical Perspectives    | 0            | 0              | 0              |
| Multidisciplinary Methodological Perspectives | 500          | 1,000          | 1,500          |
| <b>Sub-Total</b>                              | <b>\$500</b> | <b>\$1,000</b> | <b>\$1,500</b> |

|  | DOE            | USC            | TOTAL          |
|--|----------------|----------------|----------------|
| <b>GRADUATE 1. Professional Graduate Programs: MIB Program - Double Degree Development</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| Aalto University (Finland)   | 0              | 1,000          | 1,000          |
| ESSEC Business School (France)   | 500            | 1,000          | 1,500          |
| EMLYON Business School (France)  | 500            | 1,000          | 1,500          |
| <b>Sub-Total</b>   | <b>\$1,000</b> | <b>\$3,000</b> | <b>\$4,000</b> |
| <b>GRADUATE 2. Professional Graduate Programs: MIB Program - MIB Articulation Agreements</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| FEN (Chile)  | 500            | 1,000          | 1,500          |
| FTU (Vietnam)  | 500            | 1,000          | 1,500          |
| SKKU (South Korea)   | 500            | 1,000          | 1,500          |
| IAE Universidad Austral (Argentina)  | 500            | 0              | 500            |
| BLCU (China)   | 500            | 0              | 500            |
| Inspir (Brazil)  | 0              | 0              | 0              |
| <b>Sub-Total</b>   | <b>\$2,500</b> | <b>\$3,000</b> | <b>\$5,500</b> |
| <b>GRADUATE 3. Professional Graduate Programs: MIB Program - MIB Analytics "Bootcamp"</b>  |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,500          | 1,500          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,500</b> | <b>\$1,500</b> |
| <b>GRADUATE 4. Professional Graduate Programs: MIB Program - MIB Analytics</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| IB Analytics Course Development  | 3,000          | 3,000          | 6,000          |
| <b>Sub-Total</b>   | <b>\$3,000</b> | <b>\$3,000</b> | <b>\$6,000</b> |
| <b>GRADUATE 5. Professional Graduate Programs: MIB Program - MIB Analytics International Partnership</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| Solvay (Belgium) Collaboration   | 0              | 1,000          | 1,000          |
| QTEM Masters Network   | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$2,000</b> | <b>\$2,000</b> |
| <b>GRADUATE 6. Professional Graduate Programs: MIB Program - Executive MIB Programs / International Strategy / International Finance Certificates - SHORELIGHT</b> |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,500          | 1,500          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,500</b> | <b>\$1,500</b> |
| <b>GRADUATE 7. Professional Graduate Programs: International MBA (IMBA) Program - IMBA International Strategy / International Finance Certificates</b>             |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 1. Undergraduate Cohort Programs - International Business MENA (IBMENA) Program</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 2. Undergraduate Cohort Programs - Language and Regional Cohort Programs</b>  |                |                |                |
| Travel   |                |                |                |
| Foreign  |                |                |                |
| Japanese (Hitotsubashi University - Japan)   | 0              | 1,500          | 1,500          |
| Portuguese (FGV - Brazil)  | 500            | 1,500          | 2,000          |
| Russian (St. Petersburg St. Univ - Russia)   | 500            | 1,500          | 2,000          |
| <b>Sub-Total</b>   | <b>\$1,000</b> | <b>\$4,500</b> | <b>\$5,500</b> |
| <b>UNDERGRADUATE 3. Undergraduate Cohort Programs - Multi-Country / Thematic Cohort Programs</b>   |                |                |                |
| Program 1: Global Business and Innovation: Moore School, CUHK-Shenzhen, Univ. of Auckland  |                |                |                |
| Program 2: Business Analytics: Moore School and Universidad de Chile   |                |                |                |
| Travel   |                |                |                |
| Foreign  | 0              | 2,500          | 2,500          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$2,500</b> | <b>\$2,500</b> |



|   | DOE            | USC            | TOTAL          |
|---|----------------|----------------|----------------|
| <b>UNDERGRADUATE 4. International Business Major - International Business Analytics</b>   |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 5. International Business Major - International Business Analytics - Experiential Projects and Internships</b>   |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 6. International Business Major - International Business Analytics - International Partnership with Universidad de Chile</b>                               |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 7. Internationalization of Undergraduate Education - Global Graduate Leadership Distinction (non-IB Majors)</b>  |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 1,000          | 1,000          | 2,000          |
| <b>Sub-Total</b>  | <b>\$1,000</b> | <b>\$1,000</b> | <b>\$2,000</b> |
| <b>UNDERGRADUATE 8. International Business Major - Functional Major (Accelerated Design)</b>  |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 9. International Business Major - Reserve Officer Training Corps (ROTC) Initiative with Department of Languages, Literatures and Cultures - Project GO</b> |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 2,000          | 1,000          | 3,000          |
| <b>Sub-Total</b>  | <b>\$2,000</b> | <b>\$1,000</b> | <b>\$3,000</b> |
| <b>UNDERGRADUATE 10. Functional Major Programs - Development of Business Language Programs with Department of Languages, Literatures and Cultures - OPI &amp; OPIc</b>      |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 2,500          | 1,000          | 3,500          |
| <b>Sub-Total</b>  | <b>\$2,500</b> | <b>\$1,000</b> | <b>\$3,500</b> |
| <b>UNDERGRADUATE 11. Functional Major Programs - Development of Business Language Programs with Department of Languages, Literatures and Cultures</b>                       |                |                |                |
| Other   |                |                |                |
| Curriculum Development (Portuguese & Russian)   | 2,500          | 1,000          | 3,500          |
| <b>Sub-Total</b>  | <b>\$2,500</b> | <b>\$1,000</b> | <b>\$3,500</b> |
| <b>UNDERGRADUATE 12. Functional Major Programs - Development of STSA Programs with LLC Travel</b>   |                |                |                |
| Foreign   | 2,000          | 2,000          | 4,000          |
| <b>Sub-Total</b>  | <b>\$2,000</b> | <b>\$2,000</b> | <b>\$4,000</b> |
| <b>UNDERGRADUATE 13. International Business Major - Critical Thinking Initiative in Collaboration with the USC Honors College (SCHC) - IB Thesis Development</b>            |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 1,000          | 1,000          | 2,000          |
| <b>Sub-Total</b>  | <b>\$1,000</b> | <b>\$1,000</b> | <b>\$2,000</b> |
| <b>UNDERGRADUATE 14. International Business Major - Critical Thinking Initiative in Collaboration with the USC Honors College (SCHC) - IB Thesis Research Conference</b>    |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 1,000          | 1,000          | 2,000          |
| <b>Sub-Total</b>  | <b>\$1,000</b> | <b>\$1,000</b> | <b>\$2,000</b> |
| <b>UNDERGRADUATE 15. International Business Education - Course Embedded STSA Programs</b>   |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 1,000          | 1,000          | 2,000          |
| <b>Sub-Total</b>  | <b>\$1,000</b> | <b>\$1,000</b> | <b>\$2,000</b> |

|   | DOE             | USC             | TOTAL           |
|---|-----------------|-----------------|-----------------|
| <b>UNDERGRADUATE 16. International Business Education - Online Courses (Int'l Marketing and Int'l Finance)</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 0               | 2,000           | 2,000           |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$2,000</b>  | <b>\$2,000</b>  |
| <b>UNDERGRADUATE 17. International Business Education - New STSA Programs</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 1,000           | 1,000           | 2,000           |
| <b>Sub-Total</b>  | <b>\$1,000</b>  | <b>\$1,000</b>  | <b>\$2,000</b>  |
| <b>BUSINESS 1. Outreach to Businesses/Government - Automotive Industry Cluster Initiative</b>   |                 |                 |                 |
| Personnel (4 Faculty @ 5%)  | 0               | 30,000          | 30,000          |
| Fringe Benefits   | 0               | 7,143           | 7,143           |
| Travel  |                 |                 |                 |
| Foreign   | 10,000          | 0               | 10,000          |
| Domestic  | 5,000           | 0               | 5,000           |
| <b>Sub-Total</b>  | <b>\$15,000</b> | <b>\$37,143</b> | <b>\$52,143</b> |
| <b>BUSINESS 2. Outreach to Businesses/Government - Export-Market Entry Consulting Initiative with SBDC</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Data Acquisition and Materials  | 2,000           | 0               | 2,000           |
| <b>Sub-Total</b>  | <b>\$2,000</b>  | <b>\$0</b>      | <b>\$2,000</b>  |
| <b>BUSINESS 3. Outreach to Businesses/Government - Exec Education Open and Custom Programs</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 0               | 1,000           | 1,000           |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$1,000</b>  | <b>\$1,000</b>  |
| <b>BUSINESS 4. Outreach to Businesses/Government - Exec Education on Business, Language and Culture</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 2,500           | 1,000           | 3,500           |
| <b>Sub-Total</b>  | <b>\$2,500</b>  | <b>\$1,000</b>  | <b>\$3,500</b>  |
| <b>BUSINESS 5. Outreach to Businesses/Government - International Speaker Series Initiative in Collaboration with the Folks Center for International Business, Walker Institute and Palmetto Forum</b> |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   | 3,000           | 2,000           | 5,000           |
| Domestic  | 0               | 1,000           | 1,000           |
| <b>Sub-Total</b>  | <b>\$3,000</b>  | <b>\$3,000</b>  | <b>\$6,000</b>  |
| <b>BUSINESS 6. Outreach to Businesses/Government - Transnational Law and IB Blog with Nexsen Pruet</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 500             | 1,500           | 2,000           |
| <b>Sub-Total</b>  | <b>\$500</b>    | <b>\$1,500</b>  | <b>\$2,000</b>  |
| <b>BUSINESS 7. Outreach to Businesses/Government - Rule of Law Speaker Series</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 2,500           | 1,000           | 3,500           |
| <b>Sub-Total</b>  | <b>\$2,500</b>  | <b>\$1,000</b>  | <b>\$3,500</b>  |
| <b>OUTREACH 1. National/Regional Outreach - MSI/CC Internationalization Initiative (Southeast Regional)</b>   |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   |                 |                 |                 |
| Faculty (STSA)  | 6,000           | 0               | 6,000           |
| Student (STSA)  | 6,000           | 0               | 6,000           |
| Other (FDIBs, Conference, Wokshops, Seminars)   |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   | 0               | 0               | 0               |
| Domestic  | 3,000           | 0               | 3,000           |
| Conference Venue  | 5,000           | 0               | 5,000           |
| <b>Sub-Total</b>  | <b>\$20,000</b> | <b>\$0</b>      | <b>\$20,000</b> |
| <b>OUTREACH 2. National/Regional Outreach - CIBE MSI/CC Consortium (CMCC) Initiative (National-Level)</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   | 2,500           | 0               | 2,500           |
| Domestic  | 2,500           | 0               | 2,500           |
| Conference Venue  | 5,000           | 0               | 5,000           |
| <b>Sub-Total</b>  | <b>\$10,000</b> | <b>\$0</b>      | <b>\$10,000</b> |

|   | DOE             | USC             | TOTAL           |
|---|-----------------|-----------------|-----------------|
| <b>OUTREACH 3. National/Regional Outreach - Biennial Institutional Frontiers Research Conference</b>                                    |                 |                 |                 |
| Other   |                 |                 |                 |
| Conference Venue  | 15,000          | 10,000          | 25,000          |
| Participant Travel  | 2,000           | 0               | 2,000           |
| Materials   | 1,500           | 0               | 1,500           |
| Printing and Postage  | 500             | 0               | 500             |
| Honoraria   | 3,000           | 0               | 3,000           |
| <b>Sub-Total</b>  | <b>\$22,000</b> | <b>\$10,000</b> | <b>\$32,000</b> |
| <b>OUTREACH 4. National/Regional Outreach - Annual Comparative Governance Research Conference with Hitotsubashi University</b>          |                 |                 |                 |
| Other   |                 |                 |                 |
| Conference Co-Sponsorship   | 5,000           | 3,000           | 8,000           |
| <b>Sub-Total</b>  | <b>\$5,000</b>  | <b>\$3,000</b>  | <b>\$8,000</b>  |
| <b>OUTREACH 5. National/Regional Outreach - African Research Workshop with Stellenbosch University</b>                                  |                 |                 |                 |
| Other   |                 |                 |                 |
| Conference Co-Sponsorship   | 0               | 0               | 0               |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$0</b>      | <b>\$0</b>      |
| <b>OUTREACH 6. National/Regional Outreach - Faculty Development in International Business (FDIB) Programs</b>                           |                 |                 |                 |
| Other   |                 |                 |                 |
| Outreach Scholarships/Stipends (MSI/CC)   | 12,000          | 0               | 12,000          |
| <b>Sub-Total</b>  | <b>\$12,000</b> | <b>\$0</b>      | <b>\$12,000</b> |
| <b>OUTREACH 7. National/Regional Outreach - Faculty Development in International Business (FDIB) Programs - New Courses Development</b> |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 1,000           | 1,000           | 2,000           |
| <b>Sub-Total</b>  | <b>\$1,000</b>  | <b>\$1,000</b>  | <b>\$2,000</b>  |
| <b>OUTREACH 8. National/Regional Outreach - Annual FDIB-Sub-Saharan Africa Program</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Program Fees/Travel Stipends  | 23,000          | 0               | 23,000          |
| <b>Sub-Total</b>  | <b>\$23,000</b> | <b>\$0</b>      | <b>\$23,000</b> |
| <b>OUTREACH 9. National/Regional Outreach - Annual Alumni/Executive Development in IB (AEDIB) Program</b>                               |                 |                 |                 |
| Other   |                 |                 |                 |
| Program Fees/Travel Stipends  | 5,000           | 0               | 5,000           |
| <b>Sub-Total</b>  | <b>\$5,000</b>  | <b>\$0</b>      | <b>\$5,000</b>  |
| <b>OUTREACH 10. National/Regional Outreach - USC International Perspectives on Higher Education (IPHE)</b>                              |                 |                 |                 |
| Other   |                 |                 |                 |
| Program Fees/Travel Stipends  | 6,000           | 0               | 6,000           |
| <b>Sub-Total</b>  | <b>\$6,000</b>  | <b>\$0</b>      | <b>\$6,000</b>  |
| <b>OUTREACH 11. National/Regional Outreach - Annual FDIB-MENA Program (with BYU)</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Program Fees/Travel Stipends  | 6,000           | 0               | 6,000           |
| <b>Sub-Total</b>  | <b>\$6,000</b>  | <b>\$0</b>      | <b>\$6,000</b>  |
| <b>OUTREACH 12. National/Regional Outreach - Annual FDIB-China/Hong Kong (with UC Denver)</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Program Fees/Travel Stipends  | 6,000           | 0               | 6,000           |
| <b>Sub-Total</b>  | <b>\$6,000</b>  | <b>\$0</b>      | <b>\$6,000</b>  |
| <b>OUTREACH 13. National/Regional Outreach - Annual FDIB-Pacific Alliance (with Miami)</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Program Fees/Travel Stipends  | 6,000           | 0               | 6,000           |
| <b>Sub-Total</b>  | <b>\$6,000</b>  | <b>\$0</b>      | <b>\$6,000</b>  |
| <b>OUTREACH 14. National/Regional Outreach - Biennial ISLSP/CIBE Language Conference</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Conference Co-Sponsorship and Award Stipend   | 2,000           | 0               | 2,000           |
| <b>Sub-Total</b>  | <b>\$2,000</b>  | <b>\$0</b>      | <b>\$2,000</b>  |
| <b>OUTREACH 15. National/Regional Outreach - CIBE Books Series - FDIB Programs (with Maryland)</b>                                      |                 |                 |                 |
| Other   |                 |                 |                 |
| FDIB Book Publication   | 5,000           | 0               | 5,000           |
| <b>Sub-Total</b>  | <b>\$5,000</b>  | <b>\$0</b>      | <b>\$5,000</b>  |

|  | DOE             | USC             | TOTAL           |
|--|-----------------|-----------------|-----------------|
| <b>OUTREACH 16. National/Regional Outreach - CUIBE, PACIBER, NASBITE and NDEC Annual Memberships</b> |                 |                 |                 |
| Other  |                 |                 |                 |
| Membership Fees  | 0               | 7,000           | 7,000           |
| <b>Sub-Total</b>   | <b>\$0</b>      | <b>\$7000</b>   | <b>\$7,000</b>  |
| <b>OUTREACH 17. National/Regional Outreach - Office of IB Student Outreach with Magnet Schools</b>   |                 |                 |                 |
| Other  |                 |                 |                 |
| Curriculum and Career Development  | 1,000           | 1,000           | 2,000           |
| <b>Sub-Total</b>   | <b>\$1,000</b>  | <b>\$1,000</b>  | <b>\$2,000</b>  |
| <b>RESEARCH THEME 1. Comparative Corporate Governance, Institutions and Global Strategy</b>          |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 1,000           | 0               | 1,000           |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 4,000           | 0               | 4,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH THEME 2. Innovation, Technological Disruption and Global Competitiveness of MNCs</b>     |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 3,000           | 0               | 3,000           |
| Supplies   | 1,000           | 0               | 1,000           |
| Other: Databases   | 1,000           | 0               | 1,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH THEME 3. Business-Government Relations and the Management of Political Risk</b>          |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 2,000           | 0               | 2,000           |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 3,000           | 0               | 3,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH THEME 4. Ethics and Responsible Global Business Leadership</b>                           |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 2,000           | 0               | 2,000           |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 3,000           | 0               | 3,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH 21. Competitive International Business Research Program - CIBE Scholars</b>              |                 |                 |                 |
| Travel   |                 |                 |                 |
| Foreign  | 5,000           | 0               | 5,000           |
| Domestic   | 0               | 0               | 0               |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 2,000           | 0               | 2,000           |
| <b>Sub-Total</b>   | <b>\$7,000</b>  | <b>\$0</b>      | <b>\$7,000</b>  |
| <b>PROJECT EVALUATION (EVAL 1-5). Evaluation and Assessment of CIBE Programs and Activities</b>      |                 |                 |                 |
| Personnel (1 USC Staff @ 5%)   | 0               | 3,225           | 3,225           |
| Fringe Benefits  | 0               | 768             | 768             |
| Supplies   | 2,700           | 0               | 2,700           |
| Other  |                 |                 |                 |
| Honoraria for Evaluators   | 0               | 0               | 0               |
| Travel for Evaluators  | 0               | 0               | 0               |
| Databases/Surveys - International Programming  | 15,000          | 0               | 15,000          |
| <b>Sub-Total</b>   | <b>\$17,700</b> | <b>\$3,993</b>  | <b>\$21,693</b> |

**Center for International Business Education (CIBE)**  
**University of South Carolina**  
**October 1, 2020 - September 30, 2021**

**Year 3 of 4 Year Grant**

|                     | DOE              | USC              | TOTAL            |
|---------------------|------------------|------------------|------------------|
| Total Direct Costs  | \$298,500        | \$298,500        | \$597,000        |
| Indirect Costs @ 8% | \$23,880         | \$23,880         | \$47,760         |
| <b>TOTAL</b>        | <b>\$322,380</b> | <b>\$322,380</b> | <b>\$644,760</b> |

**BUDGET SUMMARY: US DEPARTMENT OF EDUCATION FUNDS**

|                     | DOE              | USC              | TOTAL            |
|---------------------|------------------|------------------|------------------|
| Personnel           | 0                | 181,205          | 181,205          |
| Fringes             | 0                | 43,145           | 43,145           |
| Travel              | 120,000          | 24,500           | 144,500          |
| Equipment           | 0                | 0                | 0                |
| Supplies            | 5,000            | 1,650            | 6,650            |
| Contractual         | 0                | 0                | 0                |
| Construction        | 0                | 0                | 0                |
| Other               | 173,500          | 48,000           | 221,500          |
| <b>Total Direct</b> | <b>298,500</b>   | <b>298,500</b>   | <b>597,000</b>   |
| Indirect            | 23,880           | 23,880           | 47,760           |
| Training Stipends   | 0                | 0                | 0                |
| <b>TOTAL</b>        | <b>\$322,380</b> | <b>\$322,380</b> | <b>\$644,760</b> |

|                              | DOE            | USC              | TOTAL            |
|------------------------------|----------------|------------------|------------------|
| <b>Center Administration</b> |                |                  |                  |
| <b>Personnel</b>             |                |                  |                  |
| Executive Director (5% T&E)  | 0              | 13,673           | 13,673           |
| Director (50% T&E)           | 0              | 50,985           | 50,985           |
| Research Director (5% T&E)   | 0              | 10,381           | 10,381           |
| Outreach Director (5% T&E)   | 0              | 9,041            | 9,041            |
| Associate Director (10% T&E) | 0              | 3,900            | 3,900            |
| Fringe Benefits              | 0              | 20,948           | 20,948           |
| <b>Travel</b>                |                |                  |                  |
| Foreign                      | 4,000          | 0                | 4,000            |
| Domestic                     | 2,500          | 0                | 2,500            |
| Supplies                     | 1,000          | 650              | 1,650            |
| Other                        |                |                  |                  |
| Databases & Websites         | 1,000          | 0                | 1,000            |
| <b>Subtotal</b>              | <b>\$8,500</b> | <b>\$109,578</b> | <b>\$118,078</b> |

**PhD 1. Doctoral Student Education - Dual Degree Doctoral Consortium**

|   |                |                |                |
|---|----------------|----------------|----------------|
| <b>Travel</b>                                   |                |                |                |
| <b>Foreign</b>                                  |                |                |                |
| EMLYON Business School (France)                 | 0              | 0              | 0              |
| EGADE Business School (Mexico)                  | 0              | 500            | 500            |
| FEN (Chile)                                     | 0              | 500            | 500            |
| National Economics University (Vietnam)         | 0              | 500            | 500            |
| SKKU (South Korea)                              | 500            | 500            | 1,000          |
| Stellenbosch University (South Africa)          | 500            | 500            | 1,000          |
| Beijing Language and Culture University (China) | 500            | 1,000          | 1,500          |
| <b>Sub-Total</b>                                | <b>\$1,500</b> | <b>\$3,500</b> | <b>\$5,000</b> |

**PhD 2. Doctoral Student Education - IB Doctoral Course Development**

|   |            |            |            |
|---|------------|------------|------------|
| <b>Other</b>                                  |            |            |            |
| <b>Curriculum Development</b>                 |            |            |            |
| Multidisciplinary Theoretical Perspectives    | 0          | 0          | 0          |
| Multidisciplinary Methodological Perspectives | 0          | 0          | 0          |
| <b>Sub-Total</b>                              | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> |

|  | DOE            | USC            | TOTAL          |
|--|----------------|----------------|----------------|
| <b>GRADUATE 1. Professional Graduate Programs: MIB Program - Double Degree Development</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| Aalto University (Finland)   | 0              | 500            | 500            |
| ESSEC Business School (France)   | 0              | 500            | 500            |
| EMLYON Business School (France)  | 500            | 1,000          | 1,500          |
| <b>Sub-Total</b>   | <b>\$500</b>   | <b>\$2,000</b> | <b>\$2,500</b> |
| <b>GRADUATE 2. Professional Graduate Programs: MIB Program - MIB Articulation Agreements</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| FEN (Chile)  | 0              | 1,000          | 1,000          |
| FTU (Vietnam)  | 0              | 1,000          | 1,000          |
| SKKU (South Korea)   | 500            | 1,000          | 1,500          |
| IAE Universidad Austral (Argentina)  | 500            | 0              | 500            |
| BLCU (China)   | 0              | 0              | 0              |
| Inspira (Brazil)   | 500            | 0              | 500            |
| <b>Sub-Total</b>   | <b>\$1,500</b> | <b>\$3,000</b> | <b>\$4,000</b> |
| <b>GRADUATE 3. Professional Graduate Programs: MIB Program - MIB Analytics "Bootcamp"</b>  |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,500          | 1,500          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,500</b> | <b>\$1,500</b> |
| <b>GRADUATE 4. Professional Graduate Programs: MIB Program - MIB Analytics</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| IB Analytics Course Development  | 3,000          | 2,500          | 5,500          |
| <b>Sub-Total</b>   | <b>\$3,000</b> | <b>\$2,500</b> | <b>\$5,500</b> |
| <b>GRADUATE 5. Professional Graduate Programs: MIB Program - MIB Analytics International Partnership</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| Solvay (Belgium) Collaboration   | 0              | 500            | 500            |
| QTEM Masters Network   | 0              | 500            | 500            |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>GRADUATE 6. Professional Graduate Programs: MIB Program - Executive MIB Programs / International Strategy / International Finance Certificates - SHORELIGHT</b> |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>GRADUATE 7. Professional Graduate Programs: International MBA (IMBA) Program - IMBA International Strategy / International Finance Certificates</b>             |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 1. Undergraduate Cohort Programs - International Business MENA (IBMENA) Program</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 2. Undergraduate Cohort Programs - Language and Regional Cohort Programs</b>  |                |                |                |
| Travel   |                |                |                |
| Foreign  |                |                |                |
| Japanese (Hitotsubashi University - Japan)   | 500            | 1,500          | 2,000          |
| Portuguese (FGV - Brazil)  | 1,000          | 1,500          | 2,500          |
| Russian (St. Petersburg St. Univ - Russia)   | 1,000          | 1,500          | 2,500          |
| <b>Sub-Total</b>   | <b>\$2,500</b> | <b>\$4,500</b> | <b>\$7,000</b> |
| <b>UNDERGRADUATE 3. Undergraduate Cohort Programs - Multi-Country / Thematic Cohort Programs</b>   |                |                |                |
| Program 1: Global Business and Innovation: Moore School, CUHK-Shenzhen, Univ. of Auckland  |                |                |                |
| Program 2: Business Analytics: Moore School and Universidad de Chile   |                |                |                |
| Travel   |                |                |                |
| Foreign  | 1,000          | 2,500          | 3,500          |
| <b>Sub-Total</b>   | <b>\$1,000</b> | <b>\$2,500</b> | <b>\$3,500</b> |

|   | DOE            | USC            | TOTAL          |
|---|----------------|----------------|----------------|
| <b>UNDERGRADUATE 4. International Business Major - International Business Analytics</b>   |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 5. International Business Major - International Business Analytics - Experiential Projects and Internships</b>   |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 6. International Business Major - International Business Analytics - International Partnership with Universidad de Chile</b>                               |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 7. Internationalization of Undergraduate Education - Global Graduate Leadership Distinction (non-IB Majors)</b>  |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 1,000          | 1,000          | 2,000          |
| <b>Sub-Total</b>  | <b>\$1,000</b> | <b>\$1,000</b> | <b>\$2,000</b> |
| <b>UNDERGRADUATE 8. International Business Major - Functional Major (Accelerated Design)</b>  |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 9. International Business Major - Reserve Officer Training Corps (ROTC) Initiative with Department of Languages, Literatures and Cultures - Project GO</b> |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 2,000          | 2,500          | 4,500          |
| <b>Sub-Total</b>  | <b>\$2,000</b> | <b>\$2,500</b> | <b>\$4,500</b> |
| <b>UNDERGRADUATE 10. Functional Major Programs - Development of Business Language Programs with Department of Languages, Literatures and Cultures - OPI &amp; OPIc</b>      |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 2,500          | 1,000          | 3,500          |
| <b>Sub-Total</b>  | <b>\$2,500</b> | <b>\$1,000</b> | <b>\$3,500</b> |
| <b>UNDERGRADUATE 11. Functional Major Programs - Development of Business Language Programs with Department of Languages, Literatures and Cultures</b>                       |                |                |                |
| Other   |                |                |                |
| Curriculum Development (Portuguese & Russian)   | 3,500          | 1,000          | 4,500          |
| <b>Sub-Total</b>  | <b>\$3,500</b> | <b>\$1,000</b> | <b>\$4,500</b> |
| <b>UNDERGRADUATE 12. Functional Major Programs - Development of STSA Programs with LLC Travel</b>   |                |                |                |
| Other   |                |                |                |
| Foreign   | 2,000          | 4,000          | 6,000          |
| <b>Sub-Total</b>  | <b>\$2,000</b> | <b>\$4,000</b> | <b>\$6,000</b> |
| <b>UNDERGRADUATE 13. International Business Major - Critical Thinking Initiative in Collaboration with the USC Honors College (SCHC) - IB Thesis Development</b>            |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 2,000          | 2,000          | 4,000          |
| <b>Sub-Total</b>  | <b>\$2,000</b> | <b>\$2,000</b> | <b>\$4,000</b> |
| <b>UNDERGRADUATE 14. International Business Major - Critical Thinking Initiative in Collaboration with the USC Honors College (SCHC) - IB Thesis Research Conference</b>    |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 2,000          | 2,000          | 4,000          |
| <b>Sub-Total</b>  | <b>\$2,000</b> | <b>\$2,000</b> | <b>\$4,000</b> |
| <b>UNDERGRADUATE 15. International Business Education - Course Embedded STSA Programs</b>   |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 1,000          | 1,000          | 2,000          |
| <b>Sub-Total</b>  | <b>\$1,000</b> | <b>\$1,000</b> | <b>\$2,000</b> |

|   | DOE             | USC             | TOTAL           |
|---|-----------------|-----------------|-----------------|
| <b>UNDERGRADUATE 16. International Business Education - Online Courses (Int'l Marketing and Int'l Finance)</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 0               | 1,000           | 1,000           |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$1,000</b>  | <b>\$1,000</b>  |
| <b>UNDERGRADUATE 17. International Business Education - New STSA Programs</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 1,000           | 1,000           | 2,000           |
| <b>Sub-Total</b>  | <b>\$1,000</b>  | <b>\$1,000</b>  | <b>\$2,000</b>  |
| <b>BUSINESS 1. Outreach to Businesses/Government - Automotive Industry Cluster Initiative</b>   |                 |                 |                 |
| Personnel (4 Faculty @ 5%)  | 0               | 30,000          | 30,000          |
| Fringe Benefits   | 0               | 7,143           | 7,143           |
| Travel  |                 |                 |                 |
| Foreign   | 10,000          | 0               | 10,000          |
| Domestic  | 5,000           | 0               | 5,000           |
| <b>Sub-Total</b>  | <b>\$15,000</b> | <b>\$37,143</b> | <b>\$52,143</b> |
| <b>BUSINESS 2. Outreach to Businesses/Government - Export-Market Entry Consulting Initiative with SBDC</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Data Acquisition and Materials  | 2,000           | 0               | 2,000           |
| <b>Sub-Total</b>  | <b>\$2,000</b>  | <b>\$0</b>      | <b>\$2,000</b>  |
| <b>BUSINESS 3. Outreach to Businesses/Government - Exec Education Open and Custom Programs</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 0               | 1,000           | 1,000           |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$1,000</b>  | <b>\$1,000</b>  |
| <b>BUSINESS 4. Outreach to Businesses/Government - Exec Education on Business, Language and Culture</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 2,500           | 1,000           | 3,500           |
| <b>Sub-Total</b>  | <b>\$2,500</b>  | <b>\$1,000</b>  | <b>\$3,500</b>  |
| <b>BUSINESS 5. Outreach to Businesses/Government - International Speaker Series Initiative in Collaboration with the Folks Center for International Business, Walker Institute and Palmetto Forum</b> |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   | 4,000           | 7,000           | 11,000          |
| Domestic  | 0               | 3,000           | 3,000           |
| <b>Sub-Total</b>  | <b>\$4,000</b>  | <b>\$10,000</b> | <b>\$14,000</b> |
| <b>BUSINESS 6. Outreach to Businesses/Government - Transnational Law and IB Blog with Nexsen Pruet</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 500             | 1,500           | 2,000           |
| <b>Sub-Total</b>  | <b>\$500</b>    | <b>\$1,500</b>  | <b>\$2,000</b>  |
| <b>BUSINESS 7. Outreach to Businesses/Government - Rule of Law Speaker Series</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 2,500           | 1,000           | 3,500           |
| <b>Sub-Total</b>  | <b>\$2,500</b>  | <b>\$1,000</b>  | <b>\$3,500</b>  |
| <b>OUTREACH 1. National/Regional Outreach - MSI/CC Internationalization Initiative (Southeast Regional)</b>   |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   |                 |                 |                 |
| Faculty (STSA)  | 3,500           | 0               | 3,500           |
| Student (STSA)  | 6,000           | 0               | 6,000           |
| Other (FDIBs, Conference, Wokshops, Seminars)   |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   | 0               | 0               | 0               |
| Domestic  | 10,000          | 0               | 10,000          |
| Conference Venue  | 7,500           | 0               | 7,500           |
| <b>Sub-Total</b>  | <b>\$27,000</b> | <b>\$0</b>      | <b>\$27,000</b> |
| <b>OUTREACH 2. National/Regional Outreach - CIBE MSI/CC Consortium (CMCC) Initiative (National-Level)</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   | 2,500           | 0               | 2,500           |
| Domestic  | 2,500           | 0               | 2,500           |
| Conference Venue  | 5,000           | 0               | 5,000           |
| <b>Sub-Total</b>  | <b>\$10,000</b> | <b>\$0</b>      | <b>\$10,000</b> |



|   | DOE             | USC            | TOTAL           |
|---|-----------------|----------------|-----------------|
| <b>OUTREACH 3. National/Regional Outreach - Biennial Institutional Frontiers Research Conference</b>                                    |                 |                |                 |
| Other   |                 |                |                 |
| Conference Venue  | 0               | 0              | 0               |
| Participant Travel  | 0               | 0              | 0               |
| Materials   | 0               | 0              | 0               |
| Printing and Postage  | 0               | 0              | 0               |
| Honoraria   | 0               | 0              | 0               |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$0</b>     | <b>\$0</b>      |
| <b>OUTREACH 4. National/Regional Outreach - Annual Comparative Governance Research Conference with Hitotsubashi University</b>          |                 |                |                 |
| Other   |                 |                |                 |
| Conference Co-Sponsorship   | 4,000           | 5,000          | 9,000           |
| <b>Sub-Total</b>  | <b>\$4,000</b>  | <b>\$5,000</b> | <b>\$9,000</b>  |
| <b>OUTREACH 5. National/Regional Outreach - African Research Workshop with Stellenbosch University</b>                                  |                 |                |                 |
| Other   |                 |                |                 |
| Conference Co-Sponsorship   | 0               | 0              | 0               |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$0</b>     | <b>\$0</b>      |
| <b>OUTREACH 6. National/Regional Outreach - Faculty Development in International Business (FDIB) Programs</b>                           |                 |                |                 |
| Other   |                 |                |                 |
| Outreach Scholarships/Stipends (MSI/CC)   | 10,000          | 0              | 10,000          |
| <b>Sub-Total</b>  | <b>\$10,000</b> | <b>\$0</b>     | <b>\$10,000</b> |
| <b>OUTREACH 7. National/Regional Outreach - Faculty Development in International Business (FDIB) Programs - New Courses Development</b> |                 |                |                 |
| Other   |                 |                |                 |
| Curriculum Development  | 0               | 1,000          | 1,000           |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$1,000</b> | <b>\$1,000</b>  |
| <b>OUTREACH 8. National/Regional Outreach - Annual FDIB-Sub-Saharan Africa Program</b>  |                 |                |                 |
| Other   |                 |                |                 |
| Program Fees/Travel Stipends  | 27,000          | 0              | 27,000          |
| <b>Sub-Total</b>  | <b>\$27,000</b> | <b>\$0</b>     | <b>\$27,000</b> |
| <b>OUTREACH 9. National/Regional Outreach - Annual Alumni/Executive Development in IB (AEDIB) Program</b>                               |                 |                |                 |
| Other   |                 |                |                 |
| Program Fees/Travel Stipends  | 10,000          | 0              | 10,000          |
| <b>Sub-Total</b>  | <b>\$10,000</b> | <b>\$0</b>     | <b>\$10,000</b> |
| <b>OUTREACH 10. National/Regional Outreach - USC International Perspectives on Higher Education (IPHE)</b>                              |                 |                |                 |
| Other   |                 |                |                 |
| Program Fees/Travel Stipends  | 6,000           | 0              | 6,000           |
| <b>Sub-Total</b>  | <b>\$6,000</b>  | <b>\$0</b>     | <b>\$6,000</b>  |
| <b>OUTREACH 11. National/Regional Outreach - Annual FDIB-MENA Program (with BYU)</b>  |                 |                |                 |
| Other   |                 |                |                 |
| Program Fees/Travel Stipends  | 10,000          | 0              | 10,000          |
| <b>Sub-Total</b>  | <b>\$10,000</b> | <b>\$0</b>     | <b>\$10,000</b> |
| <b>OUTREACH 12. National/Regional Outreach - Annual FDIB-China/Hong Kong (with UC Denver)</b>   |                 |                |                 |
| Other   |                 |                |                 |
| Program Fees/Travel Stipends  | 6,000           | 0              | 6,000           |
| <b>Sub-Total</b>  | <b>\$6,000</b>  | <b>\$0</b>     | <b>\$6,000</b>  |
| <b>OUTREACH 13. National/Regional Outreach - Annual FDIB-Pacific Alliance (with Miami)</b>  |                 |                |                 |
| Other   |                 |                |                 |
| Program Fees/Travel Stipends  | 6,000           | 0              | 6,000           |
| <b>Sub-Total</b>  | <b>\$6,000</b>  | <b>\$0</b>     | <b>\$6,000</b>  |
| <b>OUTREACH 14. National/Regional Outreach - Biennial ISLSP/CIBE Language Conference</b>  |                 |                |                 |
| Other   |                 |                |                 |
| Conference Co-Sponsorship and Award Stipend   | 0               | 0              | 0               |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$0</b>     | <b>\$0</b>      |
| <b>OUTREACH 15. National/Regional Outreach - CIBE Books Series - FDIB Programs (with Maryland)</b>                                      |                 |                |                 |
| Other   |                 |                |                 |
| FDIB Book Publication   | 5,000           | 0              | 5,000           |
| <b>Sub-Total</b>  | <b>\$5,000</b>  | <b>\$0</b>     | <b>\$5,000</b>  |

|  | DOE             | USC             | TOTAL           |
|--|-----------------|-----------------|-----------------|
| <b>OUTREACH 16. National/Regional Outreach - CUIBE, PACIBER, NASBITE and NDEC Annual Memberships</b> |                 |                 |                 |
| Other  |                 |                 |                 |
| Membership Fees  | 0               | 7,000           | 7,000           |
| <b>Sub-Total</b>   | <b>\$0</b>      | <b>\$7000</b>   | <b>\$7,000</b>  |
| <b>OUTREACH 17. National/Regional Outreach - Office of IB Student Outreach with Magnet Schools</b>   |                 |                 |                 |
| Other  |                 |                 |                 |
| Curriculum and Career Development  | 1,000           | 1,000           | 2,000           |
| <b>Sub-Total</b>   | <b>\$1,000</b>  | <b>\$1,000</b>  | <b>\$2,000</b>  |
| <b>RESEARCH THEME 1. Comparative Corporate Governance, Institutions and Global Strategy</b>          |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 1,000           | 0               | 1,000           |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 4,000           | 0               | 4,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH THEME 2. Innovation, Technological Disruption and Global Competitiveness of MNCs</b>     |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 3,000           | 0               | 3,000           |
| Supplies   | 1,000           | 0               | 1,000           |
| Other: Databases   | 1,000           | 0               | 1,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH THEME 3. Business-Government Relations and the Management of Political Risk</b>          |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 2,000           | 0               | 2,000           |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 3,000           | 0               | 3,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH THEME 4. Ethics and Responsible Global Business Leadership</b>                           |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 2,000           | 0               | 2,000           |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 3,000           | 0               | 3,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH 21. Competitive International Business Research Program - CIBE Scholars</b>              |                 |                 |                 |
| Travel   |                 |                 |                 |
| Foreign  | 10,000          | 0               | 10,000          |
| Domestic   | 0               | 0               | 0               |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 2,000           | 0               | 2,000           |
| <b>Sub-Total</b>   | <b>\$12,000</b> | <b>\$0</b>      | <b>\$12,000</b> |
| <b>PROJECT EVALUATION (EVAL 1-5). Evaluation and Assessment of CIBE Programs and Activities</b>      |                 |                 |                 |
| Personnel (1 USC Staff @ 5%)   | 0               | 3,225           | 3,225           |
| Fringe Benefits  | 0               | 768             | 768             |
| Supplies   | 3,000           | 1,000           | 4,000           |
| Other  |                 |                 |                 |
| Honoraria for Evaluators   | 0               | 0               | 0               |
| Travel for Evaluators  | 0               | 0               | 0               |
| Databases/Surveys - International Programming  | 20,000          | 0               | 20,000          |
| <b>Sub-Total</b>   | <b>\$23,000</b> | <b>\$4,993</b>  | <b>\$27,993</b> |

**Center for International Business Education (CIBE)**  
**University of South Carolina**  
**October 1, 2021 - September 30, 2022**

**Year 4 of 4 Year Grant**

|                     | DOE              | USC              | TOTAL            |
|---------------------|------------------|------------------|------------------|
| Total Direct Costs  | \$298,700        | \$298,700        | \$597,400        |
| Indirect Costs @ 8% | \$23,896         | \$23,896         | \$47,792         |
| <b>TOTAL</b>        | <b>\$322,596</b> | <b>\$322,596</b> | <b>\$645,192</b> |

**BUDGET SUMMARY: US DEPARTMENT OF EDUCATION FUNDS**

|                     | DOE              | USC              | TOTAL            |
|---------------------|------------------|------------------|------------------|
| Personnel           | 0                | 184,254          | 184,254          |
| Fringes             | 0                | 43,871           | 43,871           |
| Travel              | 116,500          | 16,000           | 132,500          |
| Equipment           | 0                | 0                | 0                |
| Supplies            | 6,700            | 575              | 7,275            |
| Contractual         | 0                | 0                | 0                |
| Construction        | 0                | 0                | 0                |
| Other               | 175,500          | 54,000           | 229,500          |
| <b>Total Direct</b> | <b>298,700</b>   | <b>298,700</b>   | <b>597,400</b>   |
| Indirect            | 23,896           | 23,896           | 47,792           |
| Training Stipends   | 0                | 0                | 0                |
| <b>TOTAL</b>        | <b>\$322,596</b> | <b>\$322,596</b> | <b>\$645,192</b> |

|                              | DOE             | USC              | TOTAL            |
|------------------------------|-----------------|------------------|------------------|
| <b>Center Administration</b> |                 |                  |                  |
| <b>Personnel</b>             |                 |                  |                  |
| Executive Director (5% T&E)  | 0               | 14,470           | 14,470           |
| Director (50% T&E)           | 0               | 52,514           | 52,514           |
| Research Director (5% T&E)   | 0               | 10,693           | 10,693           |
| Outreach Director (5% T&E)   | 0               | 9,312            | 9,312            |
| Associate Director (10% T&E) | 0               | 4,040            | 4,040            |
| Fringe Benefits              | 0               | 21,674           | 21,674           |
| <b>Travel</b>                |                 |                  |                  |
| Foreign                      | 4,000           | 0                | 4,000            |
| Domestic                     | 3,500           | 0                | 3,500            |
| Supplies                     | 2,700           | 575              | 3,275            |
| Other                        |                 |                  |                  |
| Databases & Websites         | 1,000           | 0                | 1,000            |
| <b>Subtotal</b>              | <b>\$11,200</b> | <b>\$113,278</b> | <b>\$124,478</b> |

**PhD 1. Doctoral Student Education - Dual Degree Doctoral Consortium**

|   |            |                |                |
|---|------------|----------------|----------------|
| <b>Travel</b>                                   |            |                |                |
| <b>Foreign</b>                                  |            |                |                |
| EMLYON Business School (France)                 | 0          | 1,000          | 1,000          |
| EGADE Business School (Mexico)                  | 0          | 1,000          | 1,000          |
| FEN (Chile)                                     | 0          | 500            | 500            |
| National Economics University (Vietnam)         | 0          | 500            | 500            |
| SKKU (South Korea)                              | 0          | 500            | 500            |
| Stellenbosch University (South Africa)          | 0          | 500            | 500            |
| Beijing Language and Culture University (China) | 0          | 1,000          | 1,000          |
| <b>Sub-Total</b>                                | <b>\$0</b> | <b>\$5,000</b> | <b>\$5,000</b> |

**PhD 2. Doctoral Student Education - IB Doctoral Course Development**

|   |            |            |            |
|---|------------|------------|------------|
| <b>Other</b>                                  |            |            |            |
| <b>Curriculum Development</b>                 |            |            |            |
| Multidisciplinary Theoretical Perspectives    | 0          | 0          | 0          |
| Multidisciplinary Methodological Perspectives | 0          | 0          | 0          |
| <b>Sub-Total</b>                              | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> |

|  | DOE            | USC            | TOTAL          |
|--|----------------|----------------|----------------|
| <b>GRADUATE 1. Professional Graduate Programs: MIB Program - Double Degree Development</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| Aalto University (Finland)   | 0              | 500            | 500            |
| ESSEC Business School (France)   | 0              | 1,000          | 1,000          |
| EMLYON Business School (France)  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$2,500</b> | <b>\$2,500</b> |
| <b>GRADUATE 2. Professional Graduate Programs: MIB Program - MIB Articulation Agreements</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| FEN (Chile)  | 0              | 1,000          | 1,000          |
| FTU (Vietnam)  | 0              | 0              | 0              |
| SKKU (South Korea)   | 0              | 0              | 0              |
| IAE Universidad Austral (Argentina)  | 0              | 1,000          | 1,000          |
| BLCU (China)   | 0              | 500            | 500            |
| Inspir (Brazil)  | 0              | 500            | 500            |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$3,000</b> | <b>\$2,500</b> |
| <b>GRADUATE 3. Professional Graduate Programs: MIB Program - MIB Analytics "Bootcamp"</b>  |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>GRADUATE 4. Professional Graduate Programs: MIB Program - MIB Analytics</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| IB Analytics Course Development  | 3,000          | 2,000          | 5,000          |
| <b>Sub-Total</b>   | <b>\$3,000</b> | <b>\$2,000</b> | <b>\$5,000</b> |
| <b>GRADUATE 5. Professional Graduate Programs: MIB Program - MIB Analytics International Partnership</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   |                |                |                |
| Solvay (Belgium) Collaboration   | 0              | 500            | 500            |
| QTEM Masters Network   | 0              | 500            | 500            |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>GRADUATE 6. Professional Graduate Programs: MIB Program - Executive MIB Programs / International Strategy / International Finance Certificates - SHORELIGHT</b> |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,500          | 1,500          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,500</b> | <b>\$1,500</b> |
| <b>GRADUATE 7. Professional Graduate Programs: International MBA (IMBA) Program - IMBA International Strategy / International Finance Certificates</b>             |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 1. Undergraduate Cohort Programs - International Business MENA (IBMENA) Program</b>   |                |                |                |
| Other  |                |                |                |
| Curriculum Development   | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 2. Undergraduate Cohort Programs - Language and Regional Cohort Programs</b>  |                |                |                |
| Travel   |                |                |                |
| Foreign  |                |                |                |
| Japanese (Hitotsubashi University - Japan)   | 1,000          | 1,000          | 2,000          |
| Portuguese (FGV - Brazil)  | 0              | 1,000          | 1,000          |
| Russian (St. Petersburg St. Univ - Russia)   | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>   | <b>\$1,000</b> | <b>\$3,000</b> | <b>\$4,000</b> |
| <b>UNDERGRADUATE 3. Undergraduate Cohort Programs - Multi-Country / Thematic Cohort Programs</b>   |                |                |                |
| Program 1: Global Business and Innovation: Moore School, CUHK-Shenzhen, Univ. of Auckland  |                |                |                |
| Program 2: Business Analytics: Moore School and Universidad de Chile   |                |                |                |
| Travel   |                |                |                |
| Foreign  | 0              | 2,000          | 2,000          |
| <b>Sub-Total</b>   | <b>\$0</b>     | <b>\$2,000</b> | <b>\$2,000</b> |

|   | DOE            | USC            | TOTAL          |
|---|----------------|----------------|----------------|
| <b>UNDERGRADUATE 4. International Business Major - International Business Analytics</b>   |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 5. International Business Major - International Business Analytics - Experiential Projects and Internships</b>   |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 6. International Business Major - International Business Analytics - International Partnership with Universidad de Chile</b>                               |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 7. Internationalization of Undergraduate Education - Global Graduate Leadership Distinction (non-IB Majors)</b>  |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 1,000          | 1,000          | 2,000          |
| <b>Sub-Total</b>  | <b>\$1,000</b> | <b>\$1,000</b> | <b>\$2,000</b> |
| <b>UNDERGRADUATE 8. International Business Major - Functional Major (Accelerated Design)</b>  |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |
| <b>UNDERGRADUATE 9. International Business Major - Reserve Officer Training Corps (ROTC) Initiative with Department of Languages, Literatures and Cultures - Project GO</b> |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 2,000          | 1,000          | 3,000          |
| <b>Sub-Total</b>  | <b>\$2,000</b> | <b>\$1,000</b> | <b>\$3,000</b> |
| <b>UNDERGRADUATE 10. Functional Major Programs - Development of Business Language Programs with Department of Languages, Literatures and Cultures - OPI &amp; OPIc</b>      |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 2,500          | 1,000          | 3,500          |
| <b>Sub-Total</b>  | <b>\$2,500</b> | <b>\$1,000</b> | <b>\$3,500</b> |
| <b>UNDERGRADUATE 11. Functional Major Programs - Development of Business Language Programs with Department of Languages, Literatures and Cultures</b>                       |                |                |                |
| Other   |                |                |                |
| Curriculum Development (Portuguese & Russian)   | 2,500          | 1,000          | 3,500          |
| <b>Sub-Total</b>  | <b>\$2,500</b> | <b>\$1,000</b> | <b>\$3,500</b> |
| <b>UNDERGRADUATE 12. Functional Major Programs - Development of STSA Programs with LLC Travel</b>   |                |                |                |
| Other   |                |                |                |
| Foreign   | 2,000          | 1,000          | 3,000          |
| <b>Sub-Total</b>  | <b>\$2,000</b> | <b>\$1,000</b> | <b>\$3,000</b> |
| <b>UNDERGRADUATE 13. International Business Major - Critical Thinking Initiative in Collaboration with the USC Honors College (SCHC) - IB Thesis Development</b>            |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 1,000          | 1,000          | 2,000          |
| <b>Sub-Total</b>  | <b>\$1,000</b> | <b>\$1,000</b> | <b>\$2,000</b> |
| <b>UNDERGRADUATE 14. International Business Major - Critical Thinking Initiative in Collaboration with the USC Honors College (SCHC) - IB Thesis Research Conference</b>    |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 1,000          | 1,000          | 2,000          |
| <b>Sub-Total</b>  | <b>\$1,000</b> | <b>\$1,000</b> | <b>\$2,000</b> |
| <b>UNDERGRADUATE 15. International Business Education - Course Embedded STSA Programs</b>   |                |                |                |
| Other   |                |                |                |
| Curriculum Development  | 0              | 1,000          | 1,000          |
| <b>Sub-Total</b>  | <b>\$0</b>     | <b>\$1,000</b> | <b>\$1,000</b> |

|   | DOE             | USC             | TOTAL           |
|---|-----------------|-----------------|-----------------|
| <b>UNDERGRADUATE 16. International Business Education - Online Courses (Int'l Marketing and Int'l Finance)</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 0               | 1,500           | 1,500           |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$1,500</b>  | <b>\$1,500</b>  |
| <b>UNDERGRADUATE 17. International Business Education - New STSA Programs</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 1,000           | 1,000           | 2,000           |
| <b>Sub-Total</b>  | <b>\$1,000</b>  | <b>\$1,000</b>  | <b>\$2,000</b>  |
| <b>BUSINESS 1. Outreach to Businesses/Government - Automotive Industry Cluster Initiative</b>   |                 |                 |                 |
| Personnel (4 Faculty @ 5%)  | 0               | 30,000          | 30,000          |
| Fringe Benefits   | 0               | 7,143           | 7,143           |
| Travel  |                 |                 |                 |
| Foreign   | 10,000          | 0               | 10,000          |
| Domestic  | 5,000           | 0               | 5,000           |
| <b>Sub-Total</b>  | <b>\$15,000</b> | <b>\$37,143</b> | <b>\$52,143</b> |
| <b>BUSINESS 2. Outreach to Businesses/Government - Export-Market Entry Consulting Initiative with SBDC</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Data Acquisition and Materials  | 2,000           | 0               | 2,000           |
| <b>Sub-Total</b>  | <b>\$2,000</b>  | <b>\$0</b>      | <b>\$2,000</b>  |
| <b>BUSINESS 3. Outreach to Businesses/Government - Exec Education Open and Custom Programs</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 0               | 1,000           | 1,000           |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$1,000</b>  | <b>\$1,000</b>  |
| <b>BUSINESS 4. Outreach to Businesses/Government - Exec Education on Business, Language and Culture</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 2,500           | 1,000           | 3,500           |
| <b>Sub-Total</b>  | <b>\$2,500</b>  | <b>\$1,000</b>  | <b>\$3,500</b>  |
| <b>BUSINESS 5. Outreach to Businesses/Government - International Speaker Series Initiative in Collaboration with the Folks Center for International Business, Walker Institute and Palmetto Forum</b> |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   | 3,000           | 3,000           | 6,000           |
| Domestic  | 1,000           | 2,000           | 3,000           |
| <b>Sub-Total</b>  | <b>\$4,000</b>  | <b>\$5,000</b>  | <b>\$9,000</b>  |
| <b>BUSINESS 6. Outreach to Businesses/Government - Transnational Law and IB Blog with Nexsen Pruet</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 500             | 1,000           | 1,500           |
| <b>Sub-Total</b>  | <b>\$500</b>    | <b>\$1,000</b>  | <b>\$1,500</b>  |
| <b>BUSINESS 7. Outreach to Businesses/Government - Rule of Law Speaker Series</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 2,500           | 1,000           | 3,500           |
| <b>Sub-Total</b>  | <b>\$2,500</b>  | <b>\$1,000</b>  | <b>\$3,500</b>  |
| <b>OUTREACH 1. National/Regional Outreach - MSI/CC Internationalization Initiative (Southeast Regional)</b>   |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   |                 |                 |                 |
| Faculty (STSA)  | 6,000           | 0               | 6,000           |
| Student (STSA)  | 3,000           | 0               | 3,000           |
| Other (FDIBs, Conference, Wokshops, Seminars)   |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   | 0               | 0               | 0               |
| Domestic  | 3,000           | 0               | 3,000           |
| Conference Venue  | 8,000           | 0               | 8,000           |
| <b>Sub-Total</b>  | <b>\$20,000</b> | <b>\$0</b>      | <b>\$20,000</b> |
| <b>OUTREACH 2. National/Regional Outreach - CIBE MSI/CC Consortium (CMCC) Initiative (National-Level)</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Travel  |                 |                 |                 |
| Foreign   | 2,500           | 0               | 2,500           |
| Domestic  | 2,500           | 0               | 2,500           |
| Conference Venue  | 5,000           | 0               | 5,000           |
| <b>Sub-Total</b>  | <b>\$10,000</b> | <b>\$0</b>      | <b>\$10,000</b> |

|   | DOE             | USC             | TOTAL           |
|---|-----------------|-----------------|-----------------|
| <b>OUTREACH 3. National/Regional Outreach - Biennial Institutional Frontiers Research Conference</b>                                    |                 |                 |                 |
| Other   |                 |                 |                 |
| Conference Venue  | 15,000          | 15,000          | 30,000          |
| Participant Travel  | 2,000           | 0               | 2,000           |
| Materials   | 1,500           | 0               | 1,500           |
| Printing and Postage  | 500             | 0               | 500             |
| Honoraria   | 3,000           | 0               | 3,000           |
| <b>Sub-Total</b>  | <b>\$22,000</b> | <b>\$15,000</b> | <b>\$37,000</b> |
| <b>OUTREACH 4. National/Regional Outreach - Annual Comparative Governance Research Conference with Hitotsubashi University</b>          |                 |                 |                 |
| Other   |                 |                 |                 |
| Conference Co-Sponsorship   | 4,000           | 0               | 4,000           |
| <b>Sub-Total</b>  | <b>\$4,000</b>  | <b>\$0</b>      | <b>\$4,000</b>  |
| <b>OUTREACH 5. National/Regional Outreach - African Research Workshop with Stellenbosch University</b>                                  |                 |                 |                 |
| Other   |                 |                 |                 |
| Conference Co-Sponsorship   | 0               | 0               | 0               |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$0</b>      | <b>\$0</b>      |
| <b>OUTREACH 6. National/Regional Outreach - Faculty Development in International Business (FDIB) Programs</b>                           |                 |                 |                 |
| Other   |                 |                 |                 |
| Outreach Scholarships/Stipends (MSI/CC)   | 10,000          | 0               | 10,000          |
| <b>Sub-Total</b>  | <b>\$10,000</b> | <b>\$0</b>      | <b>\$10,000</b> |
| <b>OUTREACH 7. National/Regional Outreach - Faculty Development in International Business (FDIB) Programs - New Courses Development</b> |                 |                 |                 |
| Other   |                 |                 |                 |
| Curriculum Development  | 0               | 1,000           | 1,000           |
| <b>Sub-Total</b>  | <b>\$0</b>      | <b>\$1,000</b>  | <b>\$1,000</b>  |
| <b>OUTREACH 8. National/Regional Outreach - Annual FDIB-Sub-Saharan Africa Program</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Program Fees/Travel Stipends  | 12,000          | 0               | 12,000          |
| <b>Sub-Total</b>  | <b>\$12,000</b> | <b>\$0</b>      | <b>\$12,000</b> |
| <b>OUTREACH 9. National/Regional Outreach - Annual Alumni/Executive Development in IB (AEDIB) Program</b>                               |                 |                 |                 |
| Other   |                 |                 |                 |
| Program Fees/Travel Stipends  | 10,000          | 0               | 10,000          |
| <b>Sub-Total</b>  | <b>\$10,000</b> | <b>\$0</b>      | <b>\$10,000</b> |
| <b>OUTREACH 10. National/Regional Outreach - USC International Perspectives on Higher Education (IPHE)</b>                              |                 |                 |                 |
| Other   |                 |                 |                 |
| Program Fees/Travel Stipends  | 6,000           | 0               | 6,000           |
| <b>Sub-Total</b>  | <b>\$6,000</b>  | <b>\$0</b>      | <b>\$6,000</b>  |
| <b>OUTREACH 11. National/Regional Outreach - Annual FDIB-MENA Program (with BYU)</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Program Fees/Travel Stipends  | 12,000          | 0               | 12,000          |
| <b>Sub-Total</b>  | <b>\$12,000</b> | <b>\$0</b>      | <b>\$12,000</b> |
| <b>OUTREACH 12. National/Regional Outreach - Annual FDIB-China/Hong Kong (with UC Denver)</b>   |                 |                 |                 |
| Other   |                 |                 |                 |
| Program Fees/Travel Stipends  | 6,000           | 0               | 6,000           |
| <b>Sub-Total</b>  | <b>\$6,000</b>  | <b>\$0</b>      | <b>\$6,000</b>  |
| <b>OUTREACH 13. National/Regional Outreach - Annual FDIB-Pacific Alliance (with Miami)</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Program Fees/Travel Stipends  | 6,000           | 0               | 6,000           |
| <b>Sub-Total</b>  | <b>\$6,000</b>  | <b>\$0</b>      | <b>\$6,000</b>  |
| <b>OUTREACH 14. National/Regional Outreach - Biennial ISLSP/CIBE Language Conference</b>  |                 |                 |                 |
| Other   |                 |                 |                 |
| Conference Co-Sponsorship and Award Stipend   | 2,000           | 0               | 2,000           |
| <b>Sub-Total</b>  | <b>\$2,000</b>  | <b>\$0</b>      | <b>\$2,000</b>  |
| <b>OUTREACH 15. National/Regional Outreach - CIBE Books Series - FDIB Programs (with Maryland)</b>                                      |                 |                 |                 |
| Other   |                 |                 |                 |
| FDIB Book Publication   | 5,000           | 0               | 5,000           |
| <b>Sub-Total</b>  | <b>\$5,000</b>  | <b>\$0</b>      | <b>\$5,000</b>  |

|  | DOE             | USC             | TOTAL           |
|--|-----------------|-----------------|-----------------|
| <b>OUTREACH 16. National/Regional Outreach - CUIBE, PACIBER, NASBITE and NDEC Annual Memberships</b> |                 |                 |                 |
| Other  |                 |                 |                 |
| Membership Fees  | 0               | 7,000           | 7,000           |
| <b>Sub-Total</b>   | <b>\$0</b>      | <b>\$7000</b>   | <b>\$7,000</b>  |
| <b>OUTREACH 17. National/Regional Outreach - Office of IB Student Outreach with Magnet Schools</b>   |                 |                 |                 |
| Other  |                 |                 |                 |
| Curriculum and Career Development  | 1,000           | 1,000           | 2,000           |
| <b>Sub-Total</b>   | <b>\$1,000</b>  | <b>\$1,000</b>  | <b>\$2,000</b>  |
| <b>RESEARCH THEME 1. Comparative Corporate Governance, Institutions and Global Strategy</b>          |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 1,000           | 0               | 1,000           |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 4,000           | 0               | 4,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH THEME 2. Innovation, Technological Disruption and Global Competitiveness of MNCs</b>     |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 3,000           | 0               | 3,000           |
| Supplies   | 1,000           | 0               | 1,000           |
| Other: Databases   | 1,000           | 0               | 1,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH THEME 3. Business-Government Relations and the Management of Political Risk</b>          |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 2,000           | 0               | 2,000           |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 3,000           | 0               | 3,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH THEME 4. Ethics and Responsible Global Business Leadership</b>                           |                 |                 |                 |
| Personnel (4 Faculty @ 2.5%)   | 0               | 15,000          | 15,000          |
| Fringe Benefits  | 0               | 3,572           | 3,572           |
| Travel   |                 |                 |                 |
| Foreign  | 15,000          | 0               | 15,000          |
| Domestic   | 2,000           | 0               | 2,000           |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 3,000           | 0               | 3,000           |
| <b>Sub-Total</b>   | <b>\$20,000</b> | <b>\$18,572</b> | <b>\$38,572</b> |
| <b>RESEARCH 21. Competitive International Business Research Program - CIBE Scholars</b>              |                 |                 |                 |
| Travel   |                 |                 |                 |
| Foreign  | 10,000          | 0               | 10,000          |
| Domestic   | 0               | 0               | 0               |
| Supplies   | 0               | 0               | 0               |
| Other: Databases   | 2,000           | 0               | 2,000           |
| <b>Sub-Total</b>   | <b>\$12,000</b> | <b>\$0</b>      | <b>\$12,000</b> |
| <b>PROJECT EVALUATION (EVAL 1-5). Evaluation and Assessment of CIBE Programs and Activities</b>      |                 |                 |                 |
| Personnel (1 USC Staff @ 5%)   | 0               | 3,225           | 3,225           |
| Fringe Benefits  | 0               | 768             | 768             |
| Supplies   | 3,000           | 0               | 3,000           |
| Other  |                 |                 |                 |
| Honoraria for Evaluators   | 6,000           | 0               | 6,000           |
| Travel for Evaluators  | 3,000           | 0               | 3,000           |
| Databases/Surveys - International Programming  | 14,000          | 0               | 14,000          |
| <b>Sub-Total</b>   | <b>\$26,000</b> | <b>\$3,993</b>  | <b>\$29,993</b> |